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14. ABSTRACT The present study is one component of the SOF Language Transformation Strategy Needs Assessment Project. The larger study consisted of 21 focus groups conducted at units across the SOF community and several comprehensive issue-oriented surveys conducted via the Web. This technical report provides findings for Army Special Operations Forces (ARSOF) personnel who responded to the SOF Operator Survey (N = 857). The survey study was designed to collect data from SOF personnel, unit leaders, and instructors. Three comprehensive, issue-oriented surveys were developed and deployed in July 2004. Among other findings, ARSOF personnel indicated that the most frequently used and important dimension of language on their missions was 'Building rapport.' Psychological Operations (PSYOP) and Civil Affairs (CA) personnel indicated that 'Basic reading tasks' were used most frequently and 'Basic listening tasks' were the most important, which indicates that not all ARSOF subgroups have the same language needs. Findings from ARSOF personnel suggested that language training could benefit from a shift in focus to aspects of language that are more related to core SOF tasks. This shift needs to be reflected in training, testing, compensation, and command support.					
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EXECUTIVE SUMMARY

Special Operations Forces (SOF) personnel operate around the globe. Most SOF units are required to have multiple language capabilities and many SOF personnel have at least one required language to learn and maintain. Approximately 50% of the language billets in the Department of Defense (DoD) are in the SOF community. Given the increased operational demands of the *Global War on Terror* (GWOT), including the operations in Iraq and Afghanistan, the importance of having language-enabled SOF personnel with sufficient language skills to accomplish missions inside and outside their areas of responsibility (AOR) has never been more critical. SOF leaders must ensure that Soldiers, Airmen, and Sailors in the SOF community receive effective language training and resources to enable successful accomplishment of SOF tasks that require language skills. How do SOF leaders ensure that language resources are structured and utilized effectively to achieve this objective?

A comprehensive language strategy is needed to guide the allocation of resources to provide initial acquisition, sustainment, and enhancement training as well as tools and other resources across all SOF components. A recent U.S. General Accounting Office (GAO) report (2003) indicated that the current SOF language strategy was insufficient and that SOF needed a strategic plan for language capability. The first step in developing a strategy is assessing the current state. Data about the current state of language usage, proficiency, and training are required as well as projections of future mission requirements and training needs. This allows for *gap analysis* to inform strategic planning and resource allocation. Unfortunately, there is a dearth of current, comprehensive data on language usage and training effectiveness from the perspective of SOF personnel.

The Special Operations Forces Language Office (SOFLO) sponsored the *Special Operations Forces Language Transformation Strategy Needs Assessment Project* to address this deficiency. This study collected current-state information about language usage, proficiency, training, and policy issues (e.g., Foreign Language Proficiency Pay, FLPP) from SOF personnel, SOF unit leaders, and other personnel involved in SOF language. The project used multiple data collection methods and was designed to provide SOFLO with valid data to develop a comprehensive language transformation strategy and to support language-related advocacy for the SOF perspective within the DoD community. This study consisted of 21 focus groups conducted at units across the SOF community and several comprehensive issue-oriented surveys conducted via the Web. This technical report provides findings from ARSOF personnel who responded to the *SOF Operator Survey*¹, one data collection component of the survey project.

Method

The *Special Operations Forces Language Transformation Strategy Needs Assessment Project* included two primary data collection methods to achieve its objective: focus groups and surveys. As part of the survey project, three surveys were developed to collect data from a variety of sources, including ARSOF personnel.

The survey study was designed to collect data from SOF personnel, unit leaders, and instructors. Three comprehensive, issue-oriented surveys were developed and deployed on the Internet in late July 2004.

¹ Other SOF and non-SOF personnel responded to the *SOF Operator Survey* in addition to SOF operators.

Although the surveys were deployed for a limited time, we received a fair response rate for an issue-oriented survey (i.e., a longer survey that focuses on incumbents who are subject matter experts). The *SOF Operator Survey*² had 1,039 respondents and the *Unit Leadership Survey* had 158 respondents. Unfortunately, too few instructors participated ($n = 7$) to obtain interpretable results. Lack of Internet access, lack of an effective means to distribute the survey link to all SOF personnel (e.g., Navy), and project time constraints (i.e., shorter response window) impacted survey response. After removing any questionable respondent cases, there were a total of 899 respondents to the *SOF Operator Survey*². A total of 41 respondents indicated that the Air Force was their branch of service, 857 respondents indicated that the Army was their branch of service, and only one respondent indicated the Navy as his branch of service.

Of the 857 respondents from the Army, 297 were SOF personnel, 56 were military intelligence organic to SOF units, 35 were SOF support or SOF other, and 325 were non-SOF language professionals. The remaining respondents (144) were categorized as other non-SOF respondents. Of the 297 Army Special Operations Forces (ARSOF) personnel, 118 indicated that they were Reserve Component (RC) personnel. The ARSOF personnel who responded were categorized as being SF, CA, or PSYOP personnel in active or reserve components. Of the 297 ARSOF personnel who responded, 120 were SF AC personnel, 48 were SF RC personnel, 14 were CA AC personnel, 46 were CA RC personnel, 45 were PSYOP AC personnel, and 24 were PSYOP RC personnel.

Considering the constraints of the situation, the type of survey (i.e., a long issue-oriented survey) and the demographic similarity of the sample to the SOF population, we believe the response rate is sufficient and that the data are a useful source of inference about language issues in the SOF community. Although this study clearly provides the best source of language-related data from SOF personnel and unit leaders, caution should be taken in applying the results of this study uniformly across all SOF units without first evaluating whether the findings are appropriate for the specific unit.

Summary of Survey Results

The findings from ARSOF personnel who responded to the *SOF Operator Survey*² are divided into eleven major sections and some of the major findings from each section are presented below. Although there were many other respondents to this survey, due to the fact that the *SOF Operator Survey*² was developed for the purpose of assessing responses from SOF personnel, the data presented in this report will focus primarily on their responses. It is also important to note that the findings presented in this report are descriptive in nature and, therefore, this report does not provide extensive interpretation of findings or recommendations based on these findings. The *Final Project Report* which integrates data across all groups and data collection methods does provide interpretation and recommendations.

1. General Language Requirements

- ARSOF personnel rated ‘Building rapport’ as the most frequently used and most important language function while on deployment. However, there were some SOF group differences. PSYOP AC personnel rated ‘Basic reading tasks’ as the most frequently used and ‘Basic listening tasks’ as the most important language function while on deployment.

² Other SOF and non-SOF personnel responded to the *SOF Operator Survey* in addition to SOF operators.

- ARSOF personnel rated ‘Basic writing tasks’ as the least frequent and least important language function while on deployment, although still rated as moderately important.
- More than 90% of ARSOF personnel indicated that it would be ideal to have a level of communication that can be classified as intermediate or higher. It should be noted that respondents indicated the level based on a list of language tasks/functions, and all the functions provided on this list would rate at or above a 1+ on the Interagency Language Roundtable (ILR) scale used within the DoD (see Appendix T for a Layman’s Understanding of ILR Language Skill Level Descriptions).

2. Mission-Based Language Requirements

- On the most recent deployment ARSOF personnel were primarily deployed on psychological operations (PSYOP), foreign internal defense (FID), unconventional warfare (UW), or civil affairs operations (CAO) tasks. FID and PSYOP were the most common on deployments inside their AOR, while UW was the most common on deployments outside of their AOR.
- ARSOF personnel indicated that an ‘Advanced Communication’ level would have been ideal on the most recent mission.
- ARSOF personnel indicated that different levels of communication are ideal for different mission types.
- On the most recent mission, ARSOF personnel indicated using ‘Slang/street language’ more often than ‘Formal language.’
- On the most recent mission, ARSOF indicated using ‘Listening skills’ and ‘Speaking skills’ more often than ‘Reading skills’ and ‘Writing skills.’
- ARSOF personnel indicated that ‘Building rapport’ was the most important function of language on the most recent deployment.
- ARSOF personnel indicated using language frequently on deployment, but also indicated being unprepared in terms of language and cultural understanding, a finding more pronounced for deployments outside of their AOR
- ARSOF RC personnel reported feeling less prepared than AC counterparts in terms of language and cultural understanding.
- ARSOF personnel reported have difficulty meeting language-related requirements outside of their AOR.
- Although ARSOF operators indicated that their proficiency in their official or required language suffered as a result of deployment outside of their AOR, they also felt confident that they would be able to regain their previous proficiency.

3. Use of Interpreters

- ARSOF personnel indicated a heavy reliance on interpreters both inside and outside of their AOR, although they were more reliant on interpreters outside of their AOR.
- ARSOF personnel indicated that they would not be as effective on their missions without interpreters.
- ARSOF personnel indicated that they had observed situations where interpreters had compromised the mission outcome.
- ARSOF personnel showed a much stronger dependence on interpreters than ARSOF other respondents.
- RC personnel indicated a stronger dependence on interpreters than AC personnel.

- ARSOF personnel rated CAT II/III interpreters (i.e., US citizens with secret or top secret clearance) as more trustworthy than CAT I interpreters (i.e., local hire, indigenous personnel, not vetted; or US citizens, not vetted).

4. Beliefs about Proficiency

- ARSOF personnel were only moderately confident in their language abilities. PSYOP personnel had the lowest level of confidence among all personnel types.
- ARSOF personnel were more confident in their ability to satisfy minimum courtesy requirements and less confident in their ability to participate in informal conversations on practical, social, and professional topics and in their ability to use military terminology.
- Non-SOF linguists who responded to the survey indicated much higher levels of confidence than ARSOF personnel regarding their ability to perform various language-related tasks.
- ARSOF personnel whose language type was a CAT I/II (e.g., Romance languages, German, and Indonesian) were more confident in their language abilities than personnel whose language type was a CAT III/IV (e.g., Japanese, Arabic, Urdu, and Chinese-Mandarin).

5. Official Language Testing

- ARSOF personnel disagreed that the Defense Language Proficiency Test (DLPT) is clearly related to mission performance, although this did not appear to affect their motivation to do well on the test.
- RC personnel tended to have more favorable attitudes toward the DLPT than AC personnel, although both AC and RC personnel indicated that it was important to do well.
- ARSOF personnel agreed that the Defense Language Institute Oral Proficiency Interview (DLI OPI) is more related to mission performance than the DLPT.

6. Foreign Language Proficiency Pay (FLPP)

- ARSOF personnel rated FLPP as only moderately motivating and rewarding, and also agreed that it was not an accurate reflection of the effort required to acquire language skills.
- ARSOF personnel indicated neutral opinions regarding the fairness and straightforwardness of FLPP procedures.
- FLPP was less motivating for RC operators than for AC operators.
- FLPP was less motivating for operators who were assigned CAT III/IV languages than operators who were assigned CAT I/II languages.
- ARSOF personnel indicated that FLPP would be more motivating if there was more training and resources provided for language and if the amounts were increased.

7. Language Training

- ARSOF personnel who received initial acquisition language training at the Defense Language Institute (DLI, Monterey) rated their instructor and curriculum more favorably than students who received initial acquisition language training at United States Army John F. Kennedy Special Warfare Center and School (USAJFKSWCS).

- ARSOF personnel rated their instructors for initial acquisition language training and sustainment/enhancement language training favorably, but indicated that the curriculum was not customized for SOF needs.
- ARSOF personnel indicated that their training materials contained errors. This was true for initial acquisition language training and sustainment/enhancement language training.
- ARSOF personnel indicated that formal language was emphasized more than slang/street language for both initial acquisition language training and sustainment/enhancement language training.
- ARSOF RC personnel rated their curriculum and instructor more favorably than ARSOF AC operators overall for both initial acquisition language training and sustainment/enhancement language training.
- ARSOF personnel overwhelmingly indicated that OCONUS immersion is an effective way to acquire language. OCONUS immersion training was preferred over CONUS immersion training.
- ARSOF personnel indicated that they could have used more training before deployment, and that they were only moderately effective in their communication skills as a result of training.
- PSYOP personnel provided the most negative ratings related to how well their language training prepared them to perform mission-related tasks.
- ARSOF personnel indicated that current OPTEMPO and lack of resources were barriers that prevented them from obtaining language training. RC personnel reported that they were more willing to obtain further training if these barriers were removed.
- ARSOF personnel reported that their chain of command cared about their language proficiency, but also reported being pulled from training for non-critical details.
- ARSOF personnel place a very high value on language training. They are primarily motivated by the desire to do well on missions and assist their team. FLPP does not appear to motivate ARSOF personnel to improve their proficiency.

8. Use of Technology

- ARSOF personnel have mixed opinions about the role of technology-delivered training (TDT) in language training. They do not believe technology can or should replace human instruction. However, they think it can be a useful supplement to traditional classroom training.
- ARSOF personnel did not have high opinions regarding current Machine Language Translation (MLT) technology, and did not believe that MLT would be useful when performing their core SOF tasks.
- ARSOF RC personnel tended to have more favorable opinions of TDT and MLT than AC personnel.

9. Organizational Climate and Support

- ARSOF personnel rated their chains of command most favorably (although still unfavorably) in the following areas: providing language training materials and emphasizing the DLPT.
- ARSOF personnel rated their chains of command the most unfavorably in the following areas: providing recognition and awards related to language, encouraging the use of language during non-language training, and finding ways to increase time for language training.

- ARSOF SF RC and PSYOP RC operators had lower opinions of their command's support for language than their AC counterparts. CA AC operators had lower opinions of their command's support for language training than CA RC operators.
- ARSOF other respondents assigned the most negative ratings of their command when compared to other groups. Non-SOF other respondents assigned more negative ratings when compared to Non-SOF linguists and ARSOF personnel.

10. Language and Attrition

- Language related issues did not appear to influence overall intent to leave SOF, particularly for AC personnel.
- RC personnel were more likely to indicate that language played a role in their decision to leave SOF than AC personnel.
- ARSOF other respondents indicated the highest intent to leave SOF compared to the other subgroups.

11. Reserve Component Issues

- ARSOF RC personnel felt less prepared for their most recent deployment than AC personnel.
- ARSOF RC personnel reported being willing to obtain further training if barriers were removed and reported a greater willingness to shift some of their training allocated to other SOF skills to increase time for language training.
- For the most part, ARSOF RC personnel rated their curriculum and instructor consistently higher than ARSOF AC personnel overall for both initial acquisition language training and sustainment and enhancement language training.
- Very few ARSOF RC personnel participated in immersion training and most RC personnel thought that selection for immersion training was unfair.
- ARSOF RC personnel had less experience with TDT and MLT, but more positive views of both. A possible explanation is that TDT enables RC personnel to receive training that would otherwise be inaccessible.
- RC personnel reported limited access to administrations of the DLPT.
- RC personnel believe that the DLI OPI more accurately reflects what they are assigned to do when deployed, which is consistent with opinions from AC personnel.
- ARSOF RC personnel had more negative opinions of FLPP than AC personnel.
- ARSOF RC personnel and AFSOF personnel were more likely to indicate that they had considered leaving SOF to pursue a higher-paid civilian career than ARSOF AC personnel.

In summary, ARSOF personnel indicated that the most frequently used and important dimension of language on their missions was 'Building rapport.' PSYOP AC personnel indicated that 'Basic reading tasks' were used most frequently and 'Basic listening tasks' were the most important, which indicates that not all ARSOF subgroups have the same language needs. The most common SOF tasks for ARSOF personnel inside of their AOR were FID and PSYOP missions while the most common task outside of their AOR was UW. ARSOF personnel indicated using language frequently on deployment, but also indicated being unprepared in terms of language and cultural understanding, a finding more pronounced for deployments outside of their AOR. One way that ARSOF personnel indicated dealing with their lack of proficiency on missions was by relying on interpreters. ARSOF personnel a stronger reliance on interpreters outside of their AOR than

inside of their AOR. Additionally, ARSOF personnel showed a much stronger dependence on interpreters than ARSOF other respondents and ARSOF RC personnel were more dependent on interpreters than AC personnel. These findings are also supported by the fact that ARSOF personnel are only moderately confident in their language abilities, with PSYOP personnel being the least confident out of all of the personnel types. ARSOF personnel also reported being more confident in the ability to satisfy minimum courtesy requirements and less confident in their ability to participate in informal conversations or to use military terminology.

Although ARSOF personnel rated their instructors for initial acquisition language training and sustainment/enhancement language training favorably, their main complaint was that the curriculum was not customized to SOF needs and that the training materials were old, outdated, and contained errors. ARSOF personnel who received initial acquisition language training at DLI (Monterey) rated their instructor and curriculum more favorably than personnel who received training at USAJFKSWCS. ARSOF personnel also indicated that formal language was emphasized more than slang/street language in their training, which may cause problems while on deployment since slang/street language is most likely more useful for rapport-building. ARSOF RC personnel also indicated more positive ratings of their instructor and curriculum than ARSOF AC personnel, which can be interpreted as evidence of their appreciation for language training that is made available to them. ARSOF personnel did not believe that training prepared them well for deployment and felt that they could have used more training, a finding especially pronounced for PSYOP personnel. Although ARSOF personnel placed a high value on language training, they felt that there were many barriers to succeeding in language training. These barriers include, the current OPTEMPO, lack of resources, and lack of command support. Interestingly, ARSOF RC personnel were more willing to obtain further training if these barriers were removed, a further indication of their interest and support for language training. ARSOF personnel also indicated being primarily motivated by the desire to do well on missions and because they were accountable to their team, and being less motivated by the possibility of receiving FLPP.

Although ARSOF personnel indicated many barriers to training, there were mixed opinions regarding the role of technology in training as a potential solution to this problem. ARSOF personnel do not believe that technology can or should replace human instruction, they think it can be a useful supplement to training and shows promise for the future. ARSOF personnel indicated a low opinion of Machine Language Translation (MLT), although ARSOF RC personnel tended to higher opinions of TDT and MLT than AC personnel. This finding could be the result of limited training opportunities available to RC personnel. ARSOF personnel also indicated mixed opinions about command support for training. They indicated many areas in which their chains of command need improvement, including providing recognition and awards related to language, encouraging the use of language during non-language training, and finding ways to increase time for language training.

Although ARSOF personnel indicated that one of the more favorable (but still unfavorable) areas of command support was placing emphasis on the DLPT, ARSOF personnel disagreed that the DLPT is clearly related to mission performance. This finding that the DLPT is not related to mission performance relates to the fact that ARSOF personnel reported using listening and speaking skills more frequently on deployment than reading and writing skills. The DLPT primarily emphasizes reading and listening, with no focus on speaking, which is an important language skill for ARSOF personnel. Although ARSOF personnel disagreed that the DLPT is clearly related to mission performance, they indicated that they were still motivated to do well on the test. This may be because their command places a strong emphasis on this and not because they believe it is important to their job performance. ARSOF personnel also indicated that FLPP

was only moderately motivating and rewarding. ARSOF personnel also agreed that the amount of FLPP received was not an accurate reflection of the effort required. FLPP was indicated as less motivating for RC personnel than for AC personnel. FLPP was also seen as less motivating for personnel who were assigned CAT III/IV personnel compared to personnel who were assigned CAT I/II languages. This finding may be due to the fact that it is more difficult for personnel to maintain proficiency in a CAT III/IV language.

In conclusion, findings from ARSOF personnel suggested that language training could benefit from a shift in focus to aspects of language that are more related to core SOF tasks. This shift needs to be reflected in training, testing, compensation, and command support.

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ABBREVIATIONS USED IN THIS REPORT

To aid the reader who might not be familiar with all the acronyms and abbreviations used in this report, we have included the following table.

AFSOC	Air Force Special Operations Command
AFSOF	Air Force Special Operations Forces
AOR	Area of Responsibility
ARSOF	Army Special Operations Forces
ARSOF CA AC	Army Special Operations Forces Civil Affairs Active Component
ARSOF CA RC	Army Special Operations Forces Civil Affairs Reserve Component
ARSOF PSYOP AC	Army Special Operations Forces Psychological Operations Active Component
ARSOF PSYOP RC	Army Special Operations Forces Psychological Operations Reserve Component
ARSOF SF AC	Army Special Operations Forces Special Forces Active Component
ARSOF SF RC	Army Special Operations Forces Special Forces Reserve Component
CA	Civil Affairs
CAO mission	Civil Affairs Operations mission
CAT I Interpreter	Category I Interpreter: Local hire, not vetted; or U.S. Citizen, not vetted
CAT II/III Interpreter	Category II/III Interpreter: US citizen with a secret/top secret clearance
CAT I/II Language	Less difficult languages to acquire for native English speakers. Examples: French, Spanish, Italian, German (includes romance languages, etc.)
CAT III/IV Language	More difficult languages to acquire for native English speakers. Examples: Cantonese, Japanese, Arabic, Dari, Pashto, Turkish, Vietnamese (includes many tonal languages, Arabic dialects, East-Asian countries, etc.)
CBT	Computer-Based Training
CLP	Command Language Program
CLPM	Command Language Program Manager
CONUS	Continental United States; in this case, refers to iso-immersion or immersion which takes place in the continental US.
CP mission	Counter Proliferation of Weapons of Mass Destruction mission
CT mission	Counterterrorism mission
DA mission	Direct Action mission
DL	Distance/distributive Learning
DLI	Defense Language Institute
DLPT	Defense Language Proficiency Test
DoD	Department of Defense
FAO	Foreign Area Officer
FID mission	Foreign Internal Defense mission
FLPP	Foreign Language Proficiency Pay
GS	“General Schedule” position; This refers to a Civilian Government Employee
GWOT	Global War on Terror
HUMINT mission	Human Intelligence mission
IAT	Initial Acquisition Training

IO mission	Information Operations mission
MI	Military Intelligence
MLT	Machine Language Translation
NAVSCIATTS	Naval Small Craft Instruction and Technical Training School
NAVSPECWARCOM	Naval Special Warfare Command
NAVSPECWARCOM SWCC	Naval Special Warfare Command Surface Warfare Combatant-craft Crewmen
Navy SEAL	Naval Special Warfare Sea, Air, Land combat forces
NCO	Non-Commissioned Officer
O	Officer
OCONUS	Out of the Continental United States; in this case, refers to immersion which takes place outside the continental US.
OER	Officer Evaluation Reports
OPI	(Defense Language Institute) Oral Proficiency Interview
OPTEMPO	Operations Tempo
POI	Program of Instruction
PSYOP	Psychological Operations
PSYOP mission	Psychological Operations mission
SET	Sustainment/Enhancement Training
SOF	Special Operations Forces
SOFLO	Special Operations Forces Language Office
SOFTS	Special Operations Forces Tele-Training System
SR mission	Special Reconnaissance mission
STX	Situational Training Exercises
SWOA/SEA	Senior Warrant Officer Advisor/Senior Enlisted Advisor
TDT	Technology-Delivered Training
UC	Unit Commander
USAF	United States Air Force
USAJFKSWCS	United States Army John F. Kennedy Special Warfare Center and School
USASOC	United States Army Special Operations Command
USSOCOM	United States Special Operations Command
UW mission	Unconventional Warfare mission
VRT	Voice Response Translator
WO	Warrant Officer

INTRODUCTION AND GENERAL OVERVIEW

Special Operations Forces (SOF) personnel operate around the globe. Most SOF units are required to have multiple language capabilities and many SOF personnel have at least one required language to learn and maintain. Approximately 50% of the language billets in the Department of Defense (DoD) are in the SOF community. Given the increased operational demands of the *Global War on Terror* (GWOT), including the operations in Iraq and Afghanistan, the importance of having language-enabled SOF personnel with sufficient language skills to accomplish missions inside and outside their areas of responsibility (AOR) has never been more critical. SOF leaders must ensure that Soldiers, Airmen, and Sailors in the SOF community receive effective language training and resources to enable successful accomplishment of SOF tasks that require language skills. How do SOF leaders ensure that language resources are structured and utilized effectively to achieve this objective?

A comprehensive language strategy is needed to guide the allocation of resources to provide initial acquisition, sustainment, and enhancement training as well as tools and other resources across all SOF components. A recent U.S. General Accounting Office (GAO) report (2003) indicated that the current SOF language strategy was insufficient and that SOF needed a strategic plan for language capability. The first step in developing a strategy is assessing the current state. Data about the current state of language usage, proficiency, and training are required as well as projections of future mission requirements and training needs. This allows for *gap analysis* to inform strategic planning and resource allocation. Unfortunately, there is a dearth of current, comprehensive data on language usage and training effectiveness from the perspective of SOF personnel and unit leaders.

The Special Operations Forces Language Office (SOFLO) sponsored the *Special Operations Forces Language Transformation Strategy Needs Assessment Project* to address this deficiency. This study collected current-state information about language usage, proficiency, training, and policy issues (e.g., Foreign Language Proficiency Pay, FLPP) from SOF personnel, SOF unit leaders, and other personnel involved in SOF language. The project used multiple data collection methods and was designed to provide SOFLO with valid data to develop a comprehensive language transformation strategy and to support language-related advocacy for the SOF perspective within the DoD community.

The purpose of this report is to present findings from Army personnel who responded to the *SOF Operator Survey*³. This survey was one data collection component of the *Special Operations Forces Language Transformation Strategy Needs Assessment Project*. This report is designed to be descriptive in nature. The *Final Project Report* presents integrated findings and recommendations

Statement of Approach

Having a strategy and linking operations to that strategy is critical for the success of any organization. A strategy can encompass different scopes—organization, unit, mission, task, process, or product/service. In the most basic terms, a strategy should specify the what (objectives, content), who (personnel, groups), where (locations), how (resources and activities), and when (time goal) at the level specified. The strategy should look both externally and

³ Other SOF and non-SOF personnel responded to the *SOF Operator Survey* in addition to SOF operators.

internally for impetus, constraints, and opportunities. The strategy should guide all action with in its scope, including the allocation of resources. Research has shown that lack of strategic alignment is one of the reasons why many training programs fail to achieve the desired results (Tannenbaum, 2002). Given the importance of language skills to GWOT and other missions, it is critical that a strategy be developed to optimize the outcomes of language training and, therefore, the levels of language proficiency available in the field for missions.

In the case of SOF language, external and internal forces were indicating the need for the re-development of the strategy. The gap between the current levels of language proficiency and the language capabilities needed for current and future mission success should drive the development of a new language strategy for SOF. The strategy must reflect the diverse nature of SOF components and their missions as well as constraints, such as, the career-lifecycle of each type of SOF and OPTEMPO. The strategy must specify how to development and maintain the required proficiency across SOF components and missions. Once a comprehensive strategy is developed, it should be used to guide the allocation of resources to training, maintaining, and supporting the language capabilities throughout the SOF community. Finally, the implementation of the SOF language strategy should be evaluated periodically against its goals.

The first step in developing the SOF language strategy is to collect information about the current state of SOF language usage, proficiency, and training. Therefore, the needs assessment study detailed in this report was required to gather first-hand input from SOF personnel to inform the development of a SOF language strategy.

Needs assessment techniques can be used for the identification and specification of problems or performance gaps in any number of situations (Swanson, 1994; Zemke, 1994). Organizations can utilize the results of the analysis to select the most viable solution or solutions to the problem, which may or may not include training. At the strategic level, needs assessment can be used to support the development of a strategy to address problems and opportunities. Multiple techniques can be used to accomplish needs assessment in most organizations—surveys, focus groups, interviews, records/policy reviews, and observations. Each technique has strengths and weaknesses. The best needs assessment strategy is to utilize multiple methods to gather data in order to gain a more complete picture of the situation (McClelland, 1994; Swanson, 1994). The realities of the project and organization as well as the data requirements should guide the selection of techniques. Research has shown that a needs assessment is often skipped by organizations because organizational representatives believe they “know” the problem and all its issues already. The failure to perform a thorough needs assessment/analysis has lead to many programs and initiatives not achieving their stated objectives. Additionally, a needs assessment can increase the acceptance and credibility of the program or strategy.

In the case of the *SOF Language Transformation Strategy Needs Assessment Project*, three needs assessment techniques were used: (1) review of organizational records, policy, and requirements; (2) focus groups with SOF personnel; and (3) surveys of SOF personnel, command language program managers (CLPMs), and unit leaders. These techniques were selected because they build upon each other to provide a more complete view of the situation and they allow for the opportunity to cross-validate findings. The review of organizational records, policies and requirements as well as missions and constraints related to language was used to develop the focus group study’s protocol and content. Although important in their own light, the findings from the focus groups informed the development of the comprehensive, issue-oriented language surveys. This allowed for the cross-validation (i.e., the ability to confirm or disconfirm) of findings from the focus groups with a larger sample of SOF personnel.

Report Overview

This report presents the results from Army Special Operations Forces (ARSOF) personnel who responded to the survey. See the METHOD section for a more detailed description of respondent characteristics.

The report is divided into several major sections: (1) INTRODUCTION AND OVERVIEW (this section); (2) METHOD; (3) INTERPRETING THE RESULTS; (4) SURVEY FINDINGS; and (5) CONCLUSION. These sections are fairly straightforward in terms of content. Consult the TABLE OF CONTENTS for page numbers of the sections, subsections, and section tables and figures. The goal of this report was to present the ARSOF results in detail. The *Final Project Report* contains the integrative results for the entire study as well as interpretation and recommendations. The INTERPRETING THE RESULTS section provides the reader with an overview of the format used to present the results and the interpretation of the numbers presented in the section tables, figures, and appendices. We recommend that reader review this section prior to reading the findings and, especially, before reviewing the tables. In addition, readers who may be unfamiliar with all the acronyms and abbreviations used in this report can refer to ABBREVIATIONS USED IN THIS REPORT for reference. This section can be found after the TABLE OF CONTENTS.

Please address any questions or comments about this report and project to Dr. Eric A. Surface (see APPENDIX U for contact information).

METHOD

The *Special Operations Forces Language Transformation Strategy Needs Assessment Project* was designed to collect valid data from SOF personnel, unit leaders, and other stakeholders in order to inform the development of a comprehensive language strategy for the SOF community. The study included two primary data collection methods to achieve this objective: focus groups and surveys. The focus groups conducted with SOF personnel were used as a basis for the development of the surveys. This report presents findings from ARSOF personnel and other Army personnel who responded to the *SOF Operator Survey*. This section provides information on the Web-based survey administered to SOF personnel including protocol and participants.

Survey Project

Procedures

The survey study was designed to collect data from SOF personnel, unit leaders [Commanders, Senior Enlisted Advisors/Senior Warrant Officer Advisors (SWOA/SEAs), Staff Officers, and Command Language Program Managers (CLPMs)], and instructors to be integrated with the results from the focus group study. The idea was for the survey to confirm or disconfirm and expand upon the focus group findings with a larger number of participants.

Three comprehensive, issue-oriented surveys were developed and deployed on the Internet in late July 2004. By issue-oriented, it is meant that the survey focused in depth on a defined content area (i.e., language) which necessitated the inclusion of a large number of items. Longer surveys tend to have higher “dropout” rates; therefore, we expected some reduction in sample size. Additionally, in the case of an issue-oriented survey, responses from subject matter experts who know the content area well are desired, which narrows the population of potential respondents. In the current surveys, we were interested in the responses of SOF personnel who had been deployed in the past four years, had some language proficiency, and had received military-provided language training.

One survey was developed specifically for SOF personnel. Although the majority of the survey content was the same for each respondent, the survey used several branching items to tailor the items received to the background of each participant. The purpose of these questions was to enable individuals to take a more focused, specific survey based on their individual experiences. For example, we were able to capture the experiences of personnel deployed outside their area of responsibility (AOR), while allowing others who had not been deployed outside of their AOR to omit that section of the survey. This branching technique provided us with more accurate information about SOF personnel and helped to reduce the length of the survey for some participants. A second, parallel survey was developed and administered to unit leadership. A third survey was also developed with the intention of capturing perceptions from instructors. Unfortunately, too few instructors participated ($n = 7$) to obtain interpretable results, necessitating the removal of that survey. Lack of Internet access and project time constraints (i.e., short response window) impacted the response on all three surveys. In addition, there was not a consistent way to notify individuals across the SOF community about the survey, other than by providing a link to the survey via Army Knowledge Online (AKO). It was especially difficult to contact members of the Navy, which is reflected in the very low response rate from Navy personnel ($n = 1$).

Data were collected during July and August of 2004 via a web-based survey. The official launch of the survey was on Wednesday, July 21, 2004. An email notification was sent to SOF personnel once the survey was available online. They received this notification through official email channels. SOF personnel were instructed to follow a link to the Army Knowledge Online (AKO) website. After logging in to their AKO accounts, the link for the survey could be found on the front page of AKO website. The explanation of the link stated:

“The Special Operations Foreign Language Office (SOFLO) has created an online survey to capture your experiences on how the Army tracks language requirements. Take the survey.”

The survey took approximately 45 minutes to complete and was available to respondents for approximately two weeks. Several e-mail notifications and reminders were sent to SOF personnel during the time that the survey was available online. The official end date for the survey was August 9, 2004 at 12 midnight.

Participants

Although the surveys were deployed for a limited time, we received a fair response rate for an issue-oriented survey (i.e., a longer survey that focuses on incumbents who are subject matter experts). The *SOF Operator Survey*⁴ had 1,039 respondents and the *Unit Leadership Survey* had 158 respondents. Unfortunately, too few instructors participated ($n = 7$) to obtain interpretable results.

*SOF Operator Survey*². After removing any questionable respondent cases, there were a total of 899 respondents to the *SOF Operator Survey*. Forty-one of these respondents indicated that the Air Force was their branch of service, 857 indicated the Army as their branch of service, and only one individual indicated the Navy as his branch of service. Once again, the fact that there was only one Navy respondent is most likely due to the fact that it was difficult to notify members of the Navy that the survey was available.

Of the 857 respondents from the Army, 297 were SOF personnel, 56 were military intelligence organic to SOF units, 35 were SOF support or SOF other, and 325 were non-SOF language professionals. The remaining respondents (144) were categorized as other non-SOF respondents. Of the 297 Army Special Operations Forces (ARSOF) personnel, 118 indicated that they were Reserve Component (RC) personnel. The ARSOF personnel who responded were categorized as being SF, CA, or PSYOP personnel in active or reserve components. Of the 297 ARSOF personnel who responded, 120 were SF AC personnel, 48 were SF RC personnel, 14 were CA AC personnel, 46 were CA RC personnel, 45 were PSYOP AC personnel, and 24 were PSYOP RC personnel.

Although there were many other respondents to this survey, due to the fact that the *SOF Operator Survey*² was developed for the purpose of assessing responses from SOF personnel, the data presented in this report will focus primarily on their responses. Information regarding other respondents is available in the appendices (see INTERPRETING THE RESULTS for a list of appendices).

When asked to indicate the number of years of SOF service, the majority of ARSOF personnel indicated between 1-4 years (27.6%) or between 5-8 years (24.2%). Only 6.8% of ARSOF

⁴ Other SOF and non-SOF personnel responded to the *SOF Operator Survey* in addition to SOF operators.

personnel indicated serving less than one year, and the remaining respondents (41.7%) indicated serving more than 9 years. When asked to indicate the length of time that they had been working in their current job, 19.5% of ARSOF personnel indicated less than one year, 51.2% indicated 1-4 years, and 14.1% indicated 5-8 years. The remaining respondents (15.2%) indicated working in their current job more than nine years.

A large percentage of respondents (77.8%) indicated that they had been deployed with a SOF unit in the past four years. When asked how long they had been deployed in the last 12 months, 34% indicated that they had not been deployed in the last 12 months, 9.4% indicated that they had been deployed for 1-2 months, 10.8% indicated that they had been deployed for 3-4 months, 11.8% indicated that they had been deployed for 5-6 months, and 34% indicated that they had been deployed for more than six months.

ARSOF personnel were asked to indicate the number of times that they had been deployed on exercises or operations both inside and outside of their AOR during their career. In terms of deployments inside of their AOR, 20.7% of respondents indicated that they had not been deployed, 23.5% indicated that they had been deployed 1-2 times, 9.5% indicated that they had been deployed 3-4 times, and 40.1% indicated that they had been deployed more than six times. In terms of deployments outside of their AOR, 24.4% of respondents indicated that they had not been deployed, 40.7% indicated that they had been deployed 1-2 times, 15.3% indicated that they had been deployed 3-4 times, 6.1% indicated that they had been deployed 5-6 times, and 13.6% indicated that they had been deployed more than six times.

Of the ARSOF personnel who responded to the survey, 27.1% indicated that their official or required language was Spanish, 15.9% indicated that their official or required language was Modern Standard Arabic, and 13.2% indicated that their official or required language was French. A smaller percentage of respondents indicated that their official or required language was Russian (7.5%) or German (6.8%). The remaining ARSOF respondents indicated a variety of other languages.

When asked to indicate their rank, the majority of ARSOF personnel (76%) indicated a rank ranging from E2 to E9, 5% indicated that their rank was WO-01 to WO-04, and 19% indicated that their rank was O-1 to O-6.

The majority of ARSOF personnel who responded to the survey (74.3%) indicated that they were currently on active duty. Less than half (40.5%) of the ARSOF personnel who responded to the survey indicated that they were members of the Reserves/National Guard.

For a complete reporting of the demographics for ARSOF personnel, please see APPENDIX C, Tables C58-C64.

INTERPRETING THE RESULTS

This report is designed to present the results from Army personnel who responded to the *SOF Operator Survey*², which is one data collection component of the *Special Operations Forces Language Transformation Strategy Needs Assessment Project* (see METHOD for more details).

The design of this technical report allows the reader to locate information quickly and without confusion. This report can be easily navigated by using the TABLE OF CONTENTS. The reader can use the TABLE OF CONTENTS to select an area of interest (e.g., Official Language Testing) and quickly navigate to the section of the survey that contains the information of interest. For more detailed information about a topic of interest, the TABLE OF CONTENTS also contains a listing of the appendices, which include item-by-item findings from the survey.

The SURVEY FINDINGS section of the report is divided into subsections which reflect the major content areas of the survey: (1) General Language Requirements, (2) Mission-Based Language Requirements, (3) Use of Interpreters, (4) Beliefs about Proficiency, (5) Official Language Testing, (6) Foreign Language Proficiency Pay (FLPP), (7) Language Training, (8) Use of Technology, (9) Organizational Climate and Support, (10) Language and Attrition, and (11) Reserve Component Issues. The content of these sections is briefly described below:

SECTION 1: General Language Requirements

This section contains information regarding the typical need for foreign language skills while executing SOF-specific tasks on deployment. SOF personnel were asked their opinion on the frequency and importance of such SOF-specific language tasks such as the use of street dialect (e.g. blue-collar/slang) in conversation with people in the deployment location and the use of formal language in conversation with people in the deployment location. These language tasks were identified from the focus group study.

SECTION 2: Mission-Based Language Requirements

This section contains information about the use of language on the personnel's most recent training or operational deployment (both inside and outside their normal AOR). This includes questions about the level of language proficiency ideal for the tasks and duties, the length of deployment on this mission, and whether or not the respondent experienced language-related issues or deficiencies while on the deployment.

SECTION 3: Use of Interpreters

This section presents information about the personnel's experiences with interpreters while deployed. Basic characteristics of interpreter use, such as which type of interpreter was used, as well as an assessment of the interpreter's competence and trustworthiness, are covered in this section. This section presents information regarding operational deployments both inside and outside of their AOR.

SECTION 4: Beliefs about Proficiency

This section presents SOF personnel's beliefs about their language skills in their official or required languages. The survey items presented in this section assessed the respondents' confidence in performing language-related tasks (i.e., their ability to participate in formal and informal conversations).

SECTION 5: Official Language Testing

This section presents SOF personnel's perceptions of the Defense Language Proficiency Test (DLPT). SOF personnel were asked specific questions regarding their most recent experience with the DLPT, including a self-report of their most recent DLPT score. SOF personnel were also asked about their attitudes toward the DLPT and the Defense Language Institute Oral Proficiency Interview (DLI OPI).

SECTION 6: Foreign Language Proficiency Pay (FLPP)

This section contains SOF personnel's perceptions and experiences with FLPP. Respondents were asked specific questions regarding FLPP's value as a motivator in addition to questions about procedures used to assign FLPP.

SECTION 7: Language Training

This section contains information regarding SOF personnel's perceptions of several different types of language training: initial acquisition training, sustainment/enhancement training, and immersion training. Included within initial acquisition training and sustainment/enhancement training are respondent assessments of the instructor and the curriculum based on their most recent training experience. This section also includes an assessment of general attitudes toward language training and the respondent's perceptions of the effectiveness of language training on deployment.

SECTION 8: Use of Technology

This section presents information regarding SOF personnel's opinions and experiences with technology. SOF personnel were asked specifically about their attitudes toward technology-delivered training (TDT) and machine language translation (MLT). Respondents were asked to evaluate what role TDT should play in the training process and were also asked to evaluate the usefulness of MLT as a job aid.

SECTION 9: Organizational Climate and Support

SOF personnel were instructed to assign a letter grade (i.e., A, B, C, D, or F) related to how well their chains of command provide support for language training. An example item from this section of the survey is 'Provides recognition and awards related to language training.'

SECTION 10: Language and Attrition

This section presents information regarding SOF personnel's intentions to leave SOF as a result of language-related issues. Questions in this section of the survey assessed whether SOF personnel would leave SOF due to changes in language requirements, his/her inability to receive sufficient language training, or for a civilian position where language skills are highly compensated.

SECTION 11: Reserve Component Issues

No survey section was devoted specifically to reserve component issues. Rather, the most salient findings from Army reserve component personnel who participated in the survey were compiled to demonstrate the nature and scope of issues facing reserve component personnel.

Each of these 11 sections contains the following subdivisions: (1) Introduction; (2) Respondents; (3) Summary/Abstract; and (4) Findings. The 'Introduction' provides a brief overview of the content of the section and refers the reader to additional places where more complete lists of items and results can be found. The 'Respondents' section provides information about the source and the number respondents to that particular section. Additionally, functional background

information about respondents is presented where applicable. The ‘Summary/Abstract’ provides a brief description of the main findings. The ‘Findings’ section provides a more detailed description of the survey results, including a presentation of results by respondent classification (i.e., ARSOF personnel, ARSOF other). The findings are presented for ARSOF personnel in each section and are also presented by ARSOF personnel classification (i.e., SF AC, SF RC, CA AC, CA RC, PSYOP AC, and PSYOP RC).

Tables with survey results are presented at the end of each section to support discussion and provide more detailed data on important issues. These tables are labeled using a two digit system separated by a period. The first digit is the section in which the table is located, while the second digit is the number of the specific table in the section. For example, the fourth table in Section five is titled, “Table 5.4.” The data reported in section tables are either in the form of frequencies, percentages, or 100-point means. The table should provide an indication of what type of data is presented. The footnotes of the section tables provide detailed information about what is presented in each of the tables. Additionally, a listing of tables in each section can be found in the TABLE OF CONTENTS.

Interpreting Survey Scales

The majority of survey questions were answered using five point Likert-type scales. Examples of the most commonly used scales and their numerical values used in the analyses are presented in the table below:

	Numerical Values				
Scale	1	2	3	4	5
Agreement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Frequency	Never	Seldom	Sometimes	Often	Very Often/Always
Importance	Not Important	Low Importance	Important	High Importance	Critical

Unless the findings are specifically referred to as percentages or frequencies, the findings presented in this report are means based on a 100-point scale. **In general, higher averages are better, unless otherwise noted. There are a number of items that were negatively worded. These items, which are marked, should be interpreted as lower numbers being better.**

In an attempt to aid interpretation, the following table presents the interpretation of the 100-point agreement scale used for most items on the surveys. Remember the interpretation of agreement or lack of agreement as positive or negative depends on the wording of the question. Therefore, be careful to read the question thoroughly before interpreting the data.

Interpreting Responses on the 100-point scale	
100	If every participant responded “strongly agree” for the item, then the survey item mean would be 100.
75	If every participant responded “agree” for the item, then the survey item mean would be 75. Also, this number could result from a mixture of responses where the majority of the responses were “strongly agree” and “agree.”
50	If every participant responded “neutral” for the item, then the item mean would be 50. Also, this number could be the result of the “strongly disagree” and “disagree” responses being equally balanced with the “strongly agree” and “agree” responses.
25	If every participant responded “disagree” for the item, then this the survey item mean would be 25. Also, this number could result from a mixture of responses where the majority of the responses were “strongly disagree” and “disagree.”
0	If every participant responded “strongly disagree” for the item, then the survey item mean would be 0.

There are several appendices included at the end of the report which contain the survey questions and the relevant descriptive statistics for each item. This information is presented in a series tables within each appendix. There is an example of a common appendix table and how to interpret the information in the table included at the end of this section. Appendix tables are labeled with a letter and a number (e.g., “Table B4”). The following is a list of the appendices included:

- Appendix A: Army Overall
- Appendix B: ARSOF Overall
- Appendix C: ARSOF Personnel
- Appendix D: Special Forces Active & Reserve
- Appendix E: Special Forces Active Component
- Appendix F: Special Forces Reserve Component
- Appendix G: Civil Affairs Active & Reserve
- Appendix H: Civil Affairs Active Component
- Appendix I: Civil Affairs Reserve Component
- Appendix J: Psychological Operations Active & Reserve
- Appendix K: Psychological Operations Active Component
- Appendix L: Psychological Operations Reserve Component
- Appendix M: ARSOF Active Component Personnel
- Appendix N: ARSOF Reserve Component Personnel
- Appendix O: SOF Other & SOF Support
- Appendix P: MI Assigned to SOF Unit
- Appendix Q: Non-SOF Army Linguists
- Appendix R: Army RC personnel

There are six other technical reports that provide detailed information about and results from the focus group study and the other surveys, including the *Final Project Report*. APPENDIX S presents an overview of each report and directs the reader to these documents.

Reading and Interpreting an Appendix Table

N

Indicates the actual number of participants who responded to the question.

Ex. 309 participants responded to Item 6.

Standard Deviation

Measures how widely values are dispersed from the mean. Higher standard deviations reflect scores that have higher variability. A large standard deviation indicates a broad range of opinions. A small standard deviation indicates more consistent opinions.

Ex. The standard deviation for this item is 1.17.

Percentage of Responses

Indicates the percentage of respondents who chose each response option.

Ex. 30.4% of respondents indicated that the mission required military-specific language "Often."

How much did the mission require you to use the following in the deployment language?		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Always
6.	Military-specific language	309	3.1	1.17	51.9	11.7	19.7	28.2	30.4	10.0
7.	Formal language									
8.	Slang/street language									
9.	Local dialect									
10.	Speaking skills									
11.	Listening skills									

5 point mean

Mean response by all participants on a five point scale.

Ex. The mean response was 3.1.

$$\text{Mean (average)} = \frac{\text{Sum of scores}}{\text{Total number of scores}}$$

100 point mean

5-point means are converted to a 100-point scale. For example a value of 3 on a 5-point scale is converted to 50 on a 100-point scale.

Ex. The mean response was 51.9.

SURVEY RESULTS

The findings from ARSOF personnel who responded to the survey component of the *SOF Language Transformation Strategy Needs Assessment Project* are presented in the following eleven sections. The findings presented in these sections are descriptive in nature and, therefore, this report does not provide extensive interpretation of findings or recommendations. For an integration of the findings from ARSOF personnel with information gathered from the other data collection methods used in this project and recommendations based on project findings, see the *Final Project Report* (see Appendix S).

Although there were several groups of Army personnel who responded to this survey (i.e., MI soldiers assigned to SOF units, SOF other, SOF support, non-SOF linguists, and other non-SOF respondents), the findings presented in this report will primarily focus on responses from ARSOF personnel who responded to the survey. For further information, including responses to the survey items, about these other groups of Army respondents, please refer to the appendices at the back of the report (see INTERPRETING THE RESULTS for a list of the appendices). For example, data from Non-SOF Army linguists (e.g., MI Soldiers not assigned to SOF units) can be found in Appendix Q.

The first section of the report, 'General Language Requirements' presents SOF personnel's perceptions of the typical need for foreign language skills in addition to the frequency of use and the importance of these skills while executing SOF-specific tasks on deployment. The second section, 'Mission-Based Language Requirements' contains information about the use of language on the personnel's most recent training or operational deployment. The third section, 'Use of Interpreters' presents information regarding experiences with interpreters while deployed both inside and outside of their area of responsibility (AOR), including an evaluation of the interpreter's competence and trustworthiness. The fourth section, 'Beliefs about Proficiency' contains information regarding personnel's beliefs about their language skills in their official or required languages, in terms of their level of confidence in performing language-related tasks.

The fifth section of the report, 'Official Language Testing' presents personnel's perceptions of the Defense Language Proficiency Test (DLPT). The sixth section, 'Foreign Language Proficiency Pay (FLPP)' presents SOF personnel's perceptions and experiences with FLPP, including responses to questions about FLPP's value as a motivator and the procedures used to assign FLPP. The seventh section, 'Language Training' presents information regarding personnel's perceptions of several different types of language training: initial acquisition training, sustainment/enhancement training, and immersion training. In addition, this section presents an assessment of the instructor and curriculum based on the respondents' most recent training experience and an evaluation of training effectiveness as a result of deployment. The eighth section, 'Use of Technology' presents personnel's opinions and experiences with technology, including attitudes toward technology-delivered training (TDT) and machine language translation (MLT). The ninth section, 'Organizational Climate and Support' contains findings regarding perceptions of how well SOF personnel's chains of command provide support for language training. The tenth section, 'Language and Attrition' presents findings regarding personnel's intentions to leave SOF as a result of language-related issues. Finally, the eleventh section of the report, 'Reserve Component Issues' contains findings regarding the most salient findings from Army reserve component personnel who responded to the survey.

SECTION 1: GENERAL LANGUAGE REQUIREMENTS

Introduction

This section contained questions regarding the general language requirements and typical need for specific foreign language skills in executing SOF core tasks across all deployments both inside and outside of the personnel's area of responsibility (AOR; See Table 1.1 for a list and description of these skills). For the complete list of these items and associated findings for Army respondents to this section, please see Appendix A, Tables A1-A9. For information about ARSOF personnel, see Appendix C, Tables C1-C9. For further information about various subgroups, please see Appendices B-R.

Respondents

A total of 322 respondents indicated that they had been deployed with a SOF unit within the past four years and therefore were eligible to answer this section. Two-hundred thirty one were classified as ARSOF personnel, while 64 were categorized as ARSOF other. ARSOF personnel include individuals from Special Forces (SF), Civil Affairs (CA), and Psychological Operations (PSYOP). ARSOF other includes individuals categorized as SOF support, MI Soldiers assigned to a SOF unit, and SOF other.

Summary/Abstract

Overall findings for ARSOF personnel suggested that 'Building rapport' was the most frequently used and most important language function on deployment. Open-ended responses confirm that rapport building is an important function of language while on deployment. Other frequent uses of language included 'Basic reading tasks,' while another important use of language included 'Giving commands.' 'Basic writing tasks' were rated as the least frequent and least important relatively, although still moderately important. Due to the current demand for the Arabic language, the importance and frequency of these language functions were also analyzed for ARSOF personnel who indicated some level of proficiency in Modern Standard Arabic. These findings revealed that language is used differently depending upon SOF personnel type and the mission language.

More than 90% of ARSOF personnel and ARSOF other respondents indicated that it would be ideal to have a level of communication that can be classified as intermediate or higher. It should be noted that respondents indicated the level based on a list of language tasks/functions, and all the functions provided on this list would rate at or above a 1+ on the Interagency Language Roundtable (ILR) scale used within the DoD (see Appendix T for a Layman's Understanding of ILR Language Skill Level Descriptions). 'Advanced Communication' was the most frequently indicated ideal level of proficiency for ARSOF personnel. RC personnel assigned similar relative ratings as AC personnel, although CA RC personnel's ratings for each dimension tended to be lower. SF and CA personnel reported patterns of responses that were consistent with ARSOF personnel overall. PSYOP RC personnel responded similarly to ARSOF personnel overall, but PSYOP AC personnel expressed a different opinion than the other groups when they rated 'Basic reading tasks' as the most frequently used language function on deployment and 'Basic listening tasks' as the most important language function.

Findings

Overall Findings

As specified in Table 1.1, ARSOF personnel indicated that ‘Building rapport’ was the most important language function ($M = 83.2$) and was used the most frequently ($M = 79.7$) on deployment. ARSOF other responses were consistent with ARSOF personnel regarding the frequency and importance of ‘Building rapport’ ($M = 78.2, 85.7$). The item receiving the second-highest ratings for frequency of occurrence on deployment from ARSOF personnel was ‘Basic reading tasks’ ($M = 74.5$). The item receiving the second-highest ratings for importance on deployment was ‘Giving commands’ ($M = 75.3$). The lowest-rated item for frequency of use ($M = 47.8$) and importance ($M = 50.2$) while on deployment was ‘Basic writing tasks.’ See Figure 1.1 for a visual representation of these findings. See Figures 1.2-1.4 for findings by SOF groups.

Given the current demand for the Arabic language, Figures 1.5 – 1.8 present findings regarding the importance and frequency of a variety of language functions for ARSOF personnel overall (i.e., SF, CA, and PSYOP) and for SF, CA, and PSYOP personnel who indicated some level of proficiency in Modern Standard Arabic. Although building rapport was still rated as the most important and frequently used language function, there were some important differences between the groups of ARSOF personnel (i.e., SF, CA, and PSYOP), which further supports the finding that language is used differently depending upon SOF personnel type and the mission language. For example, ARSOF Modern Standard Arabic proficient personnel assigned higher ratings of frequency and importance to ‘Basic reading tasks,’ ‘Basic listening tasks,’ and ‘Basic writing tasks’ when compared with SF Modern Standard Arabic proficient personnel. On the other hand, SF Modern Standard Arabic proficient personnel assigned higher ratings of frequency and importance to ‘Military-technical vocabulary,’ ‘Street/slang language’ and ‘Giving commands.’ CA Modern Standard Arabic proficient personnel assigned the lowest ratings of importance and frequency to ‘Military-technical vocabulary,’ ‘Giving commands,’ and ‘Street/slang language’ and also assigned lower ratings of importance and frequency to many of the other language functions, including ‘Building rapport’ when compared with other ARSOF personnel. Modern Standard Arabic proficient PSYOP personnel assigned higher ratings overall to all language functions when compared with the other ARSOF personnel groups. Modern Standard Arabic proficient PSYOP personnel assigned higher ratings of importance and frequency to ‘Basic reading tasks’ and ‘Basic listening tasks’ when compared with the other ARSOF groups, but lower ratings of frequency and importance to ‘Military-technical vocabulary’ and ‘Giving commands’ when compared with SF personnel.

Figure 1.9 presents findings for ARSOF personnel who reported proficiency in other Global War on Terror (GWOT) languages [i.e., Dari, Indonesian, Pashtu, Persian-Farsi, Tagalog (Filipino), and Urdu]. These languages were grouped together for analysis because of the small numbers of SOF personnel in each language. The findings for these languages are very similar to findings for Modern Standard Arabic proficient personnel in terms of the most frequent and important and least frequent and important language functions, although the order in the middle changes. However, building rapport was rated as much more important and used much more frequently than the other language tasks.

As indicated in Table 1.2, more than 90% of ARSOF personnel and ARSOF other respondents indicated that it would be ideal to have a level of communication that can be

classified as intermediate or higher. It should be noted that respondents indicated the level based on a list of language tasks/functions, and all the functions provided on this list would rate at or above a 1+ on the Interagency Language Roundtable (ILR) scale used within the DoD (see Appendix T for a Layman's Understanding of ILR Language Skill Level Descriptions). 'Intermediate communication' includes the ability to perform the following language-related tasks: asking and responding to questions beyond the standard "tourist guide" phrases; limited conversation/dialogue; listening and understanding the typical radio/TV broadcasts or conversation; getting the gist of newspaper headlines or articles; working knowledge and understanding of the culture.

The majority of ARSOF personnel and ARSOF other respondents indicated 'Advanced Communication' as the level of language proficiency ideal for typical tasks and duties (44.6%, 37.5%). An advanced communication level includes the ability to perform the following language-related tasks: negotiations; persuading others with complex issues or thoughts; writing contracts or complex messages; reading very sophisticated or technical materials; complete comprehension of conversations and broadcasts; confidence in all levels of conversation; and ability to use culturally appropriate humor and metaphors.

Respondents were given the opportunity to list other ways they use language skills on deployment. An analysis of these comments is presented in Table 1.3. The most common response was rapport building, followed by teaching/training and understanding one's cultural surroundings. Example responses for each category are given in Table 1.3.

Special Forces Findings

SF AC personnel's ratings of the language functions found in Table 1.1 were consistent with ARSOF personnel findings (see Figure 1.2 for a visual representation of these findings). They agreed that 'Building rapport' was the most frequently used and important language function while on deployment ($M = 77.4, 80.2$). This was also true for the SF RC respondents, although their ratings were higher ($M = 83.6, 88.8$). Also consistent with findings from ARSOF personnel, SF AC personnel deemed 'Basic writing tasks' the least important and least frequently used while on deployment ($M = 47.1, 48.3$). This was true for SF RC respondents as well ($M = 40.1, 48.0$). SF AC and RC personnel also agreed that 'Advanced Communication' was the ideal level of proficiency for tasks and duties while deployed (47.6%, 42.1%) and 'Intermediate Communication' was indicated as the second highest ideal level (31.4%, 26.3%).

Civil Affairs Findings

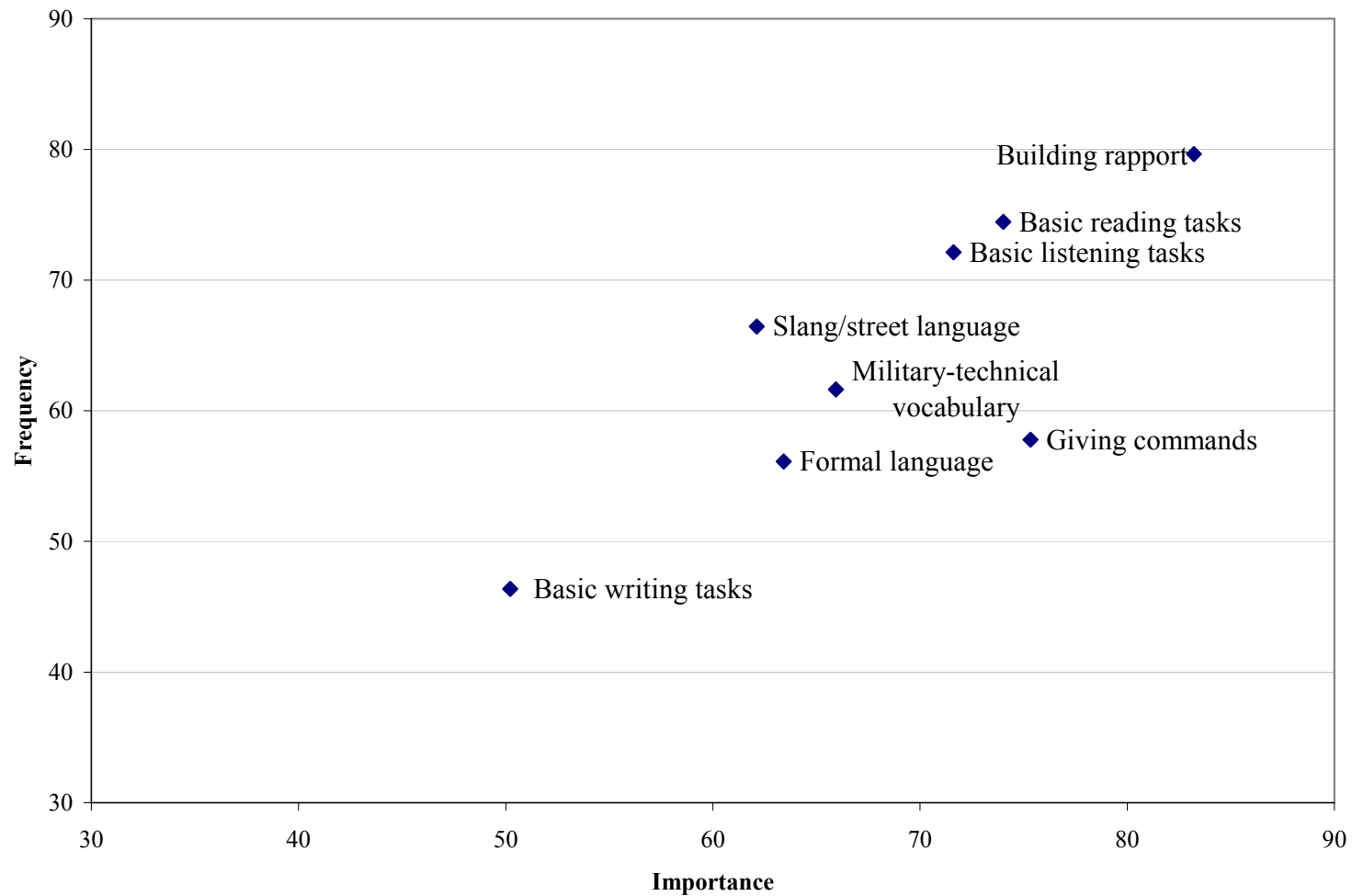
Both CA AC and CA RC personnel's ratings of the most frequently used and important language functions were consistent with the ARSOF personnel findings (See Figure 1.3 for a visual representation of these findings). However, there were some differences between these groups. CA AC respondents rated 'Building rapport' much higher in frequency and importance ($M = 88.9, 90.0$) than CA RC respondents ($M = 73.2, 79.5$). CA AC respondents rated many language functions on deployment as the least frequently used. Specifically, 'Giving commands', 'Military-technical vocabulary', and 'Basic writing tasks' were rated the lowest ($M = 55.6, 55.6, 55.6$). The majority of CA AC personnel chose 'Complex Communication' as the ideal level of proficiency for tasks and duties while deployed (60.0%). This was inconsistent with the majority of CA RC personnel who chose 'Advanced Communication' as the ideal level (46.4%).

Psychological Operations Findings

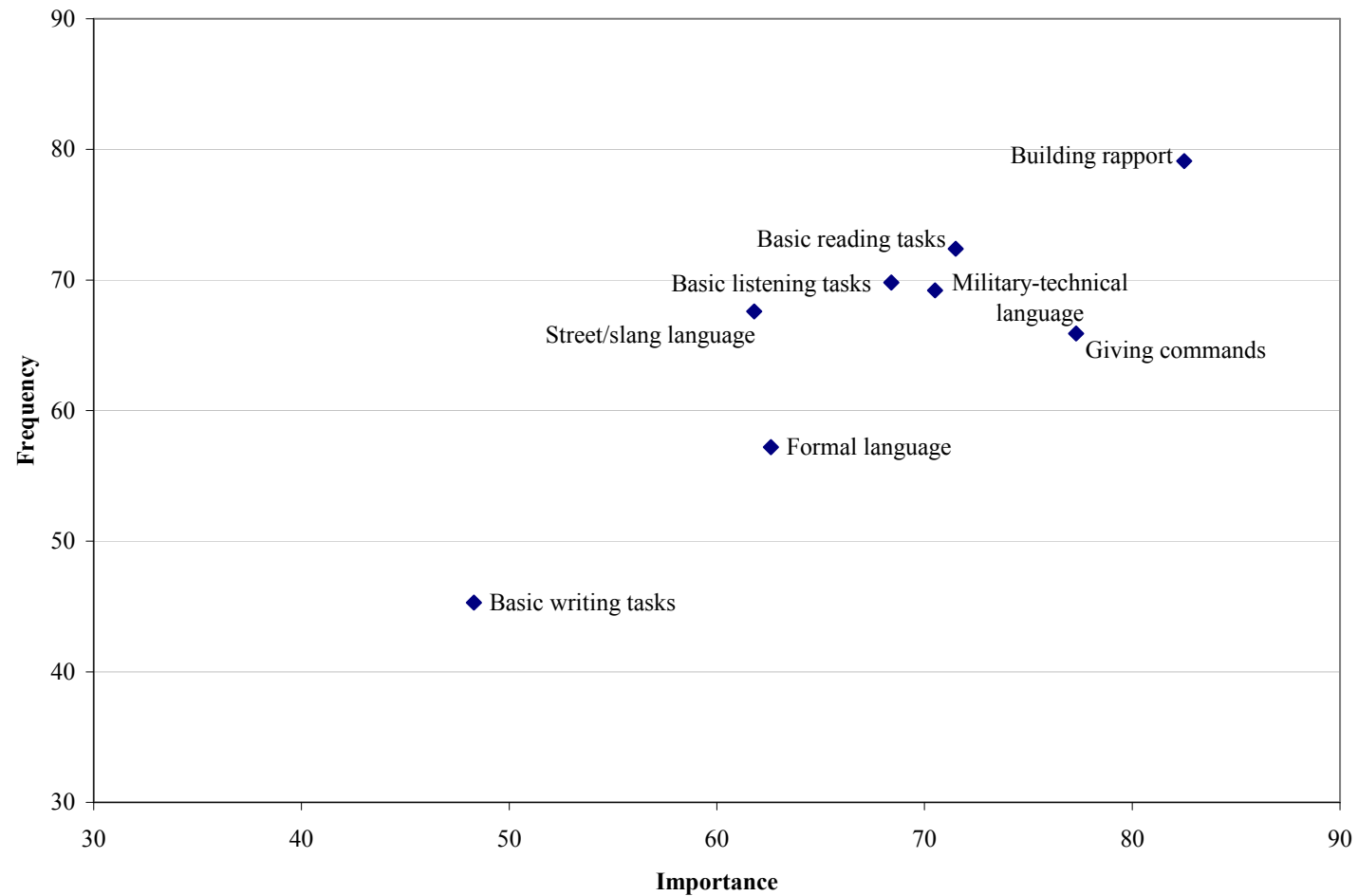
PSYOP RC personnel's ratings confirmed the ARSOF personnel ratings that 'Building rapport' was the most frequently used and important language function on deployment ($M = 89.1, 92.2$; See Figure 1.4 for a visual representation of these results). However, PSYOP AC personnel's ratings of most frequently used and important language function were not consistent with ARSOF personnel findings. They rated 'Basic reading tasks' as the most frequently used language function while on deployment ($M = 83.3$). PSYOP AC personnel rated 'Basic listening tasks' as the most important language function on deployment ($M = 84.1$). However, PSYOP AC personnel also rated 'Building rapport' as being important ($M = 83.1$) and occurring frequently ($M = 80.7$). Similar to CA AC personnel, PSYOP AC personnel indicated 'Advanced Communication' as the ideal proficiency for deployment (44.1%). They chose 'Complex Communication' as the second-highest level necessary for deployment (35.3%). PSYOP RC personnel reported that 'Advanced' and 'Complex Communication' would be equally ideal on tasks and duties while deployed (37.5%, 37.5%).

Reserve Component Findings

With the exception of CA personnel, all AC and RC respondents indicated similar attitudes regarding the frequency and importance of the language functions presented in Table 1.1. CA RC personnel assigned lower ratings of frequency and importance when compared with CA AC personnel for the majority of language-related functions.

Figure 1.1 General Language Requirements: ARSOF Personnel⁵

⁵ The values in this graph are 100-point means.

Figure 1.2 General Language Requirements: ARSOF SF Personnel⁶

⁶ The values in this graph are 100-point means.

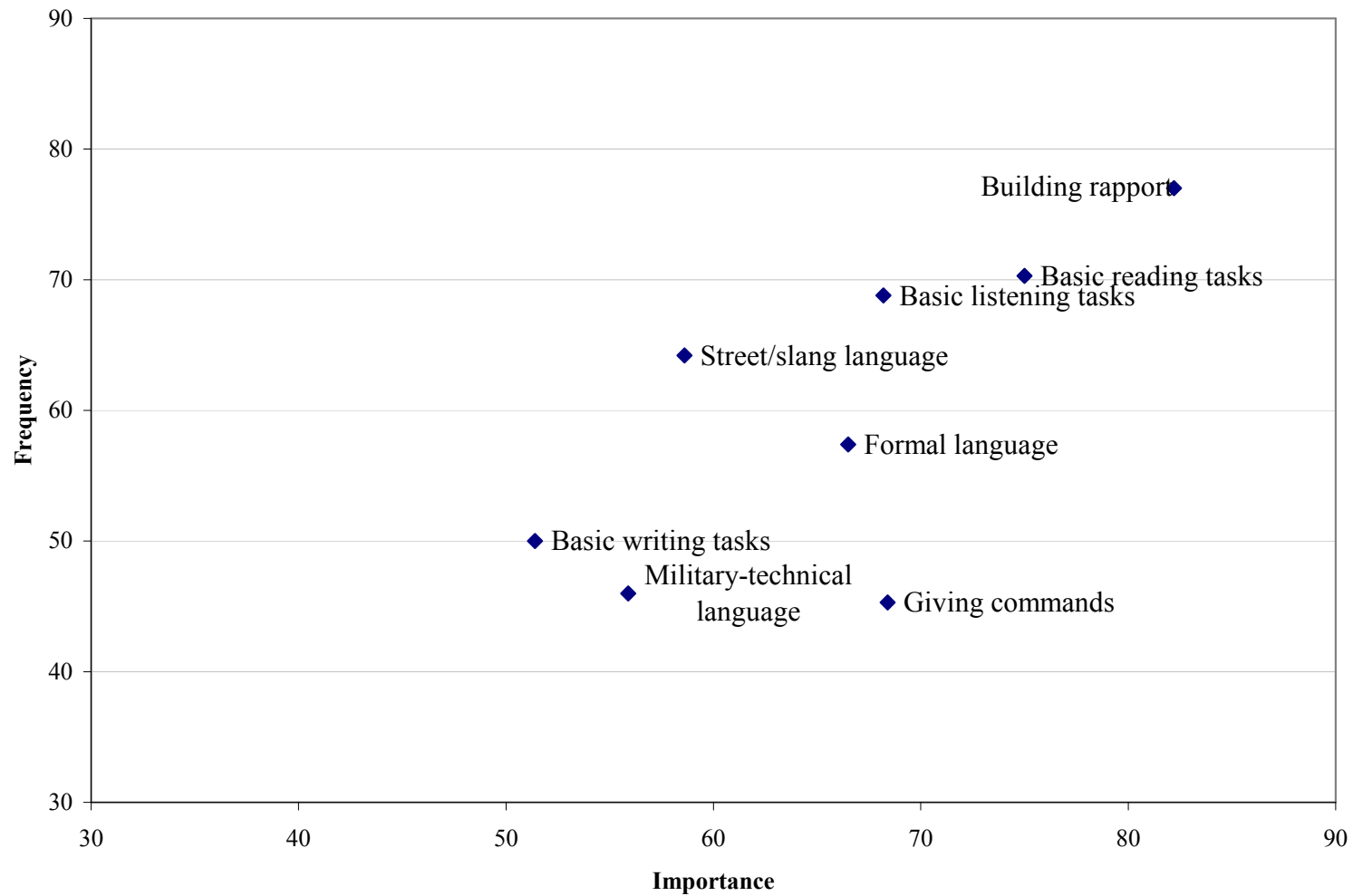
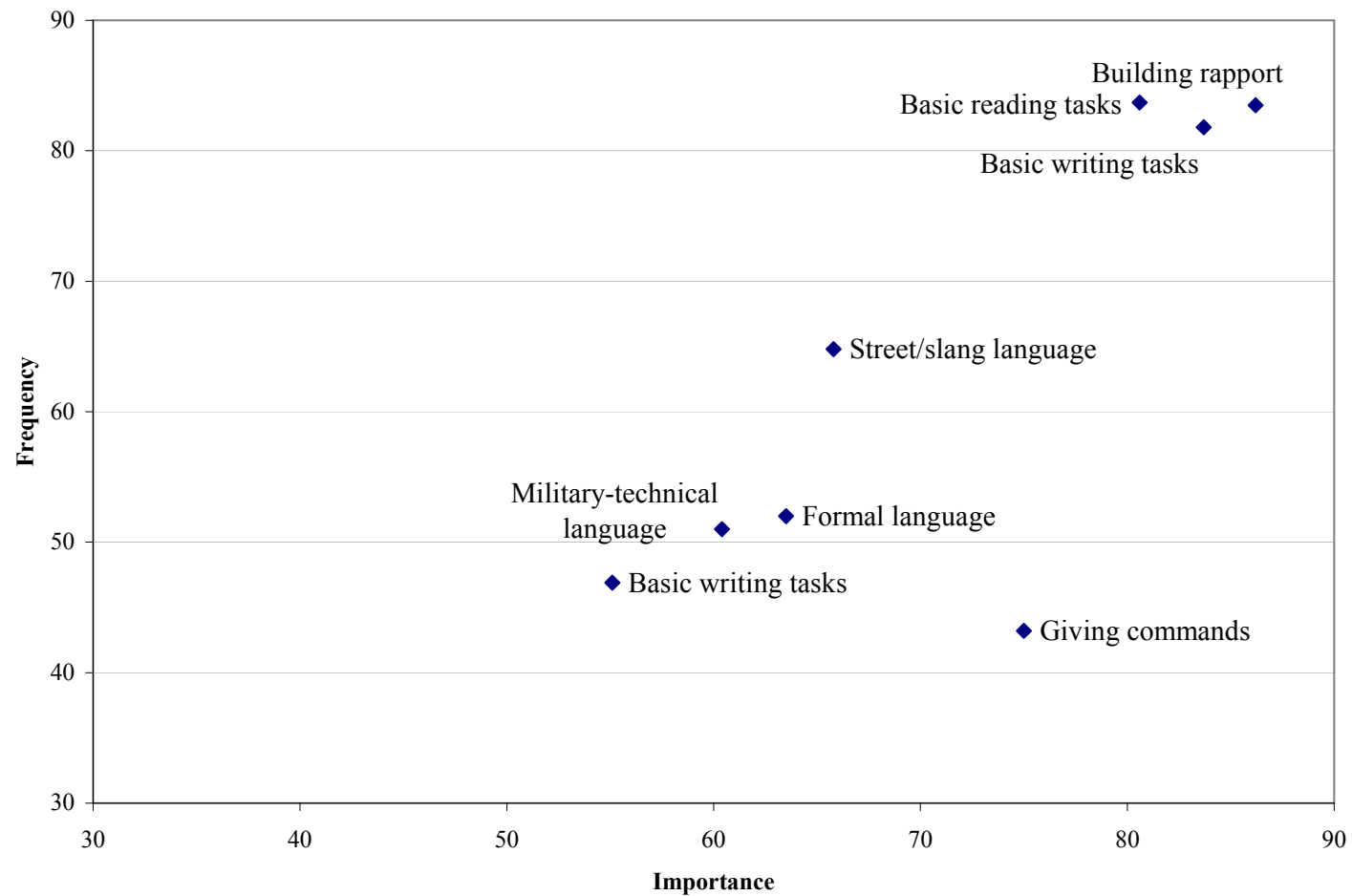
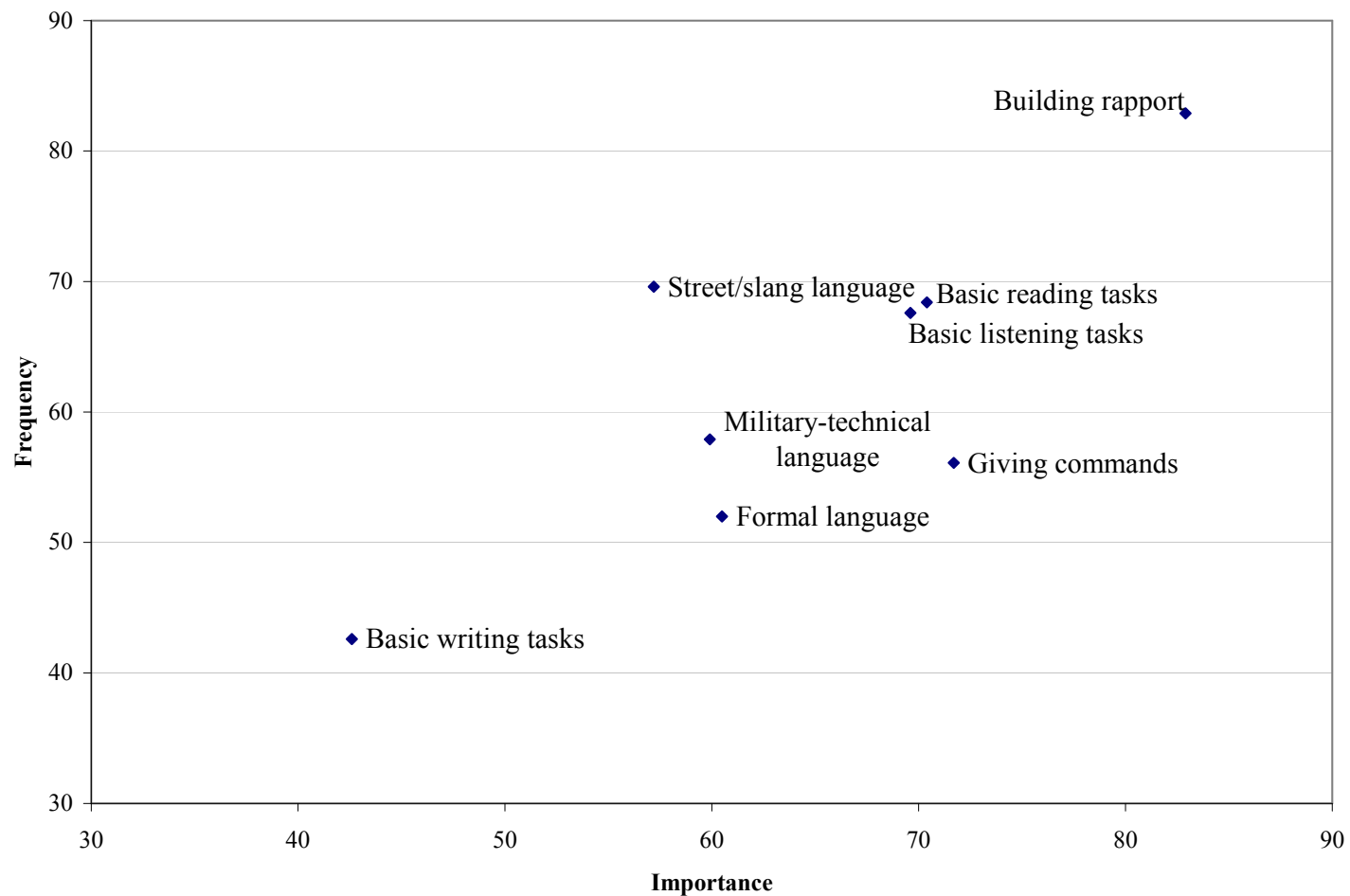
Figure 1.3 General Language Requirements: ARSOF CA Personnel

Figure 1.4 General Language Requirements: ARSOF PSYOP Personnel⁷

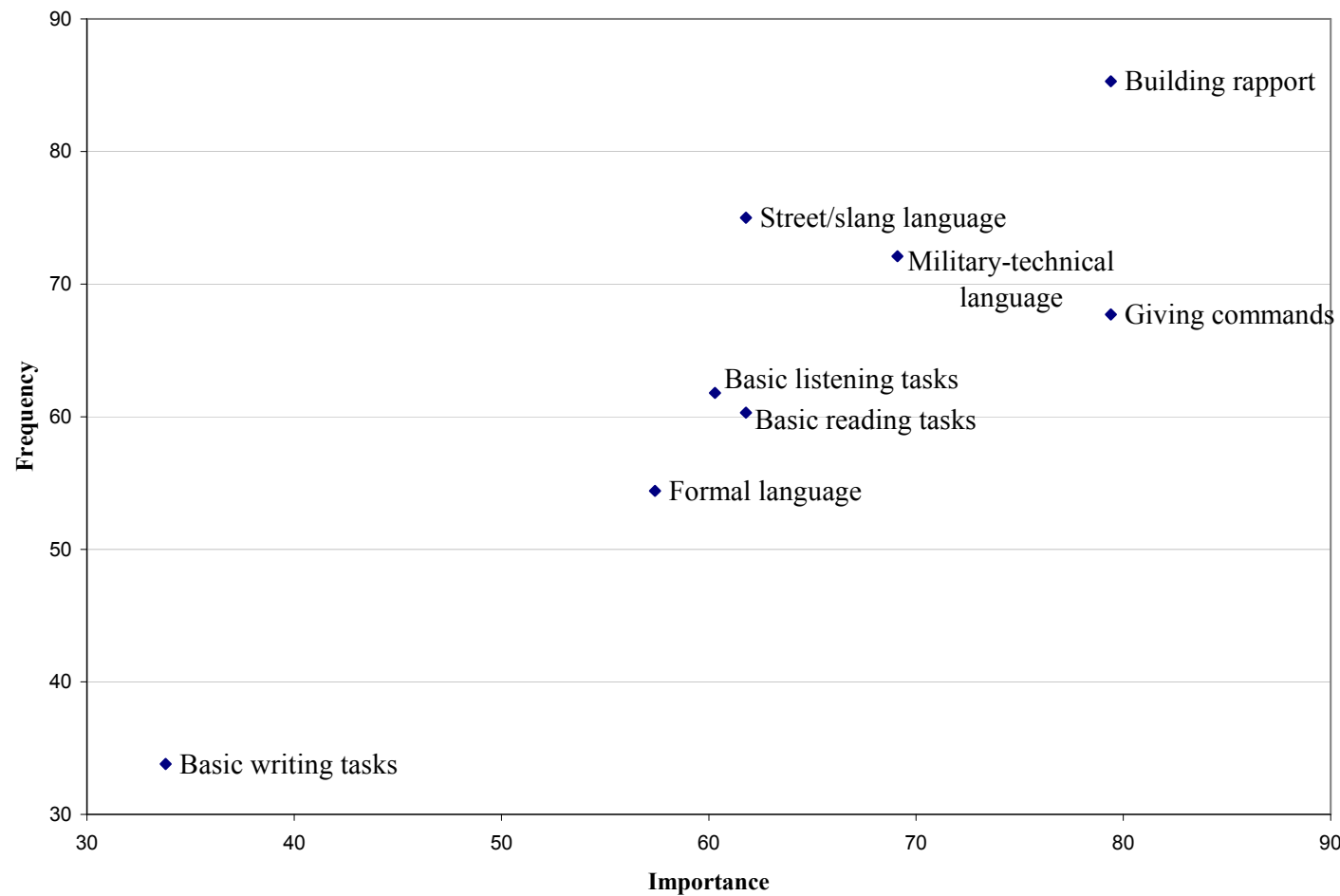
⁷ The values in this graph are 100-point means.

Figure 1.5 General Language Requirements: ARSOF Modern Standard Arabic Only⁸



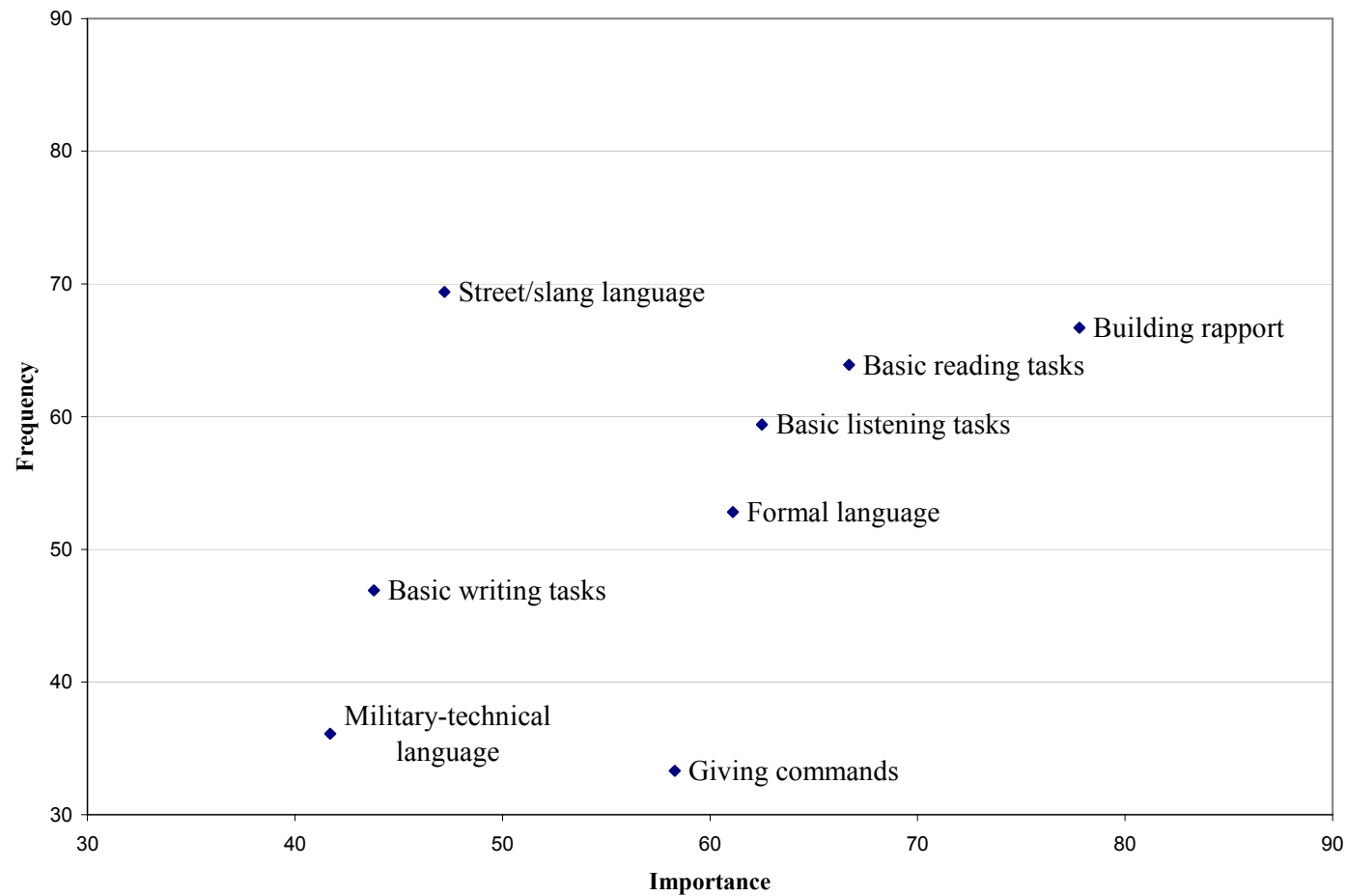
⁸ The values in this graph are 100-point means.

Figure 1.6 General Language Requirements: ARSOF SF Modern Standard Arabic Only⁹



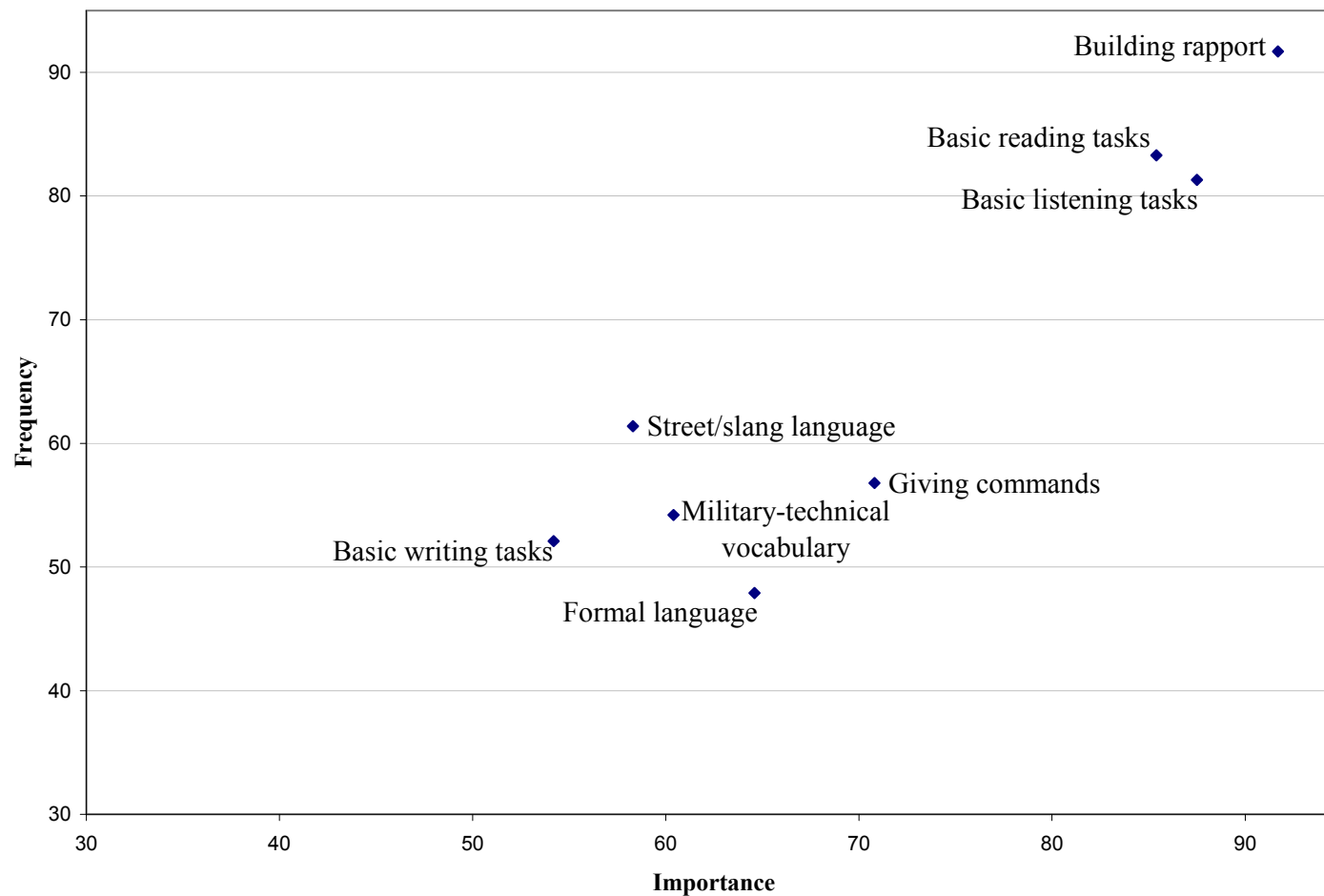
⁹ The values in this graph are 100-point means.

Figure 1.7 General Language Requirements: ARSOF CA Modern Standard Arabic Only¹⁰



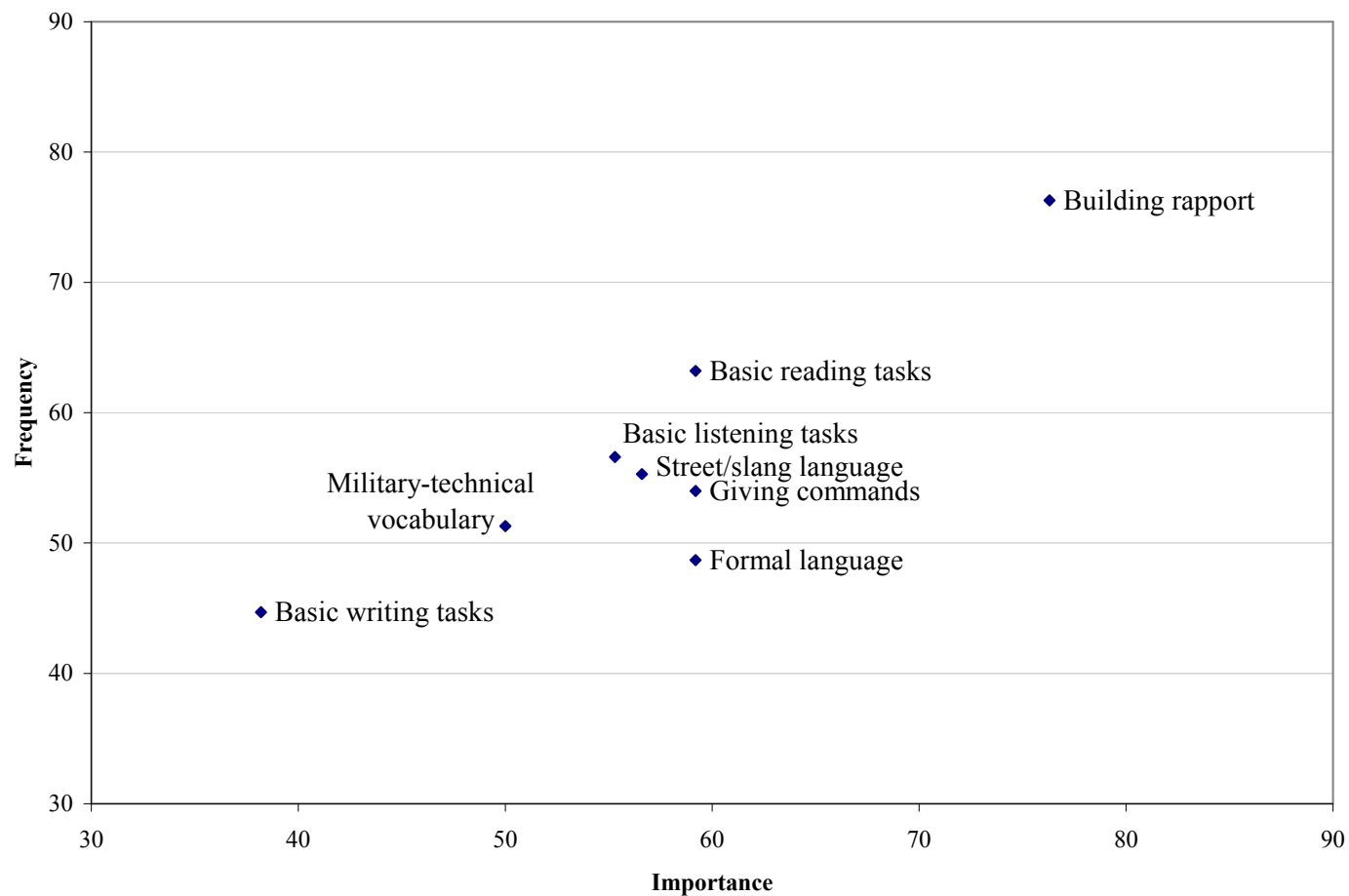
¹⁰ The values in this graph are 100-point means.

Figure 1.8 General Language Requirements: ARSOF PSYOP Modern Standard Arabic Only¹¹



¹¹ The values in this graph are 100-point means.

Figure 1.9 General Language Requirements: ARSOF personnel who indicated some level of proficiency in other GWOT languages¹²



¹² The values in this graph are 100-point means. Other GWOT languages include: Dari, Indonesian, Pashtu, Persian-Farsi, Tagalog (Filipino), and Urdu. There were not enough SF, CA, or PSYOP respondents to warrant a separate presentation of their results.

Table 1.1 Typical foreign language usage while deployed by ARSOF type¹³

	<i>ARSOF Overall</i>	<i>ARSOF Personnel¹⁴</i>	<i>ARSOF Other¹⁵</i>	<i>SF AC</i>	<i>SF RC</i>	<i>CA AC</i>	<i>CA RC</i>	<i>PSYOP AC</i>	<i>PSYOP RC</i>
[Mean values on 100-point scale] ¹⁶									
Slang/street language ¹⁷									
Frequency	67.0	66.5	69.3	70.2	60.5	61.1	65.2	67.7	58.3
Importance	63.7	62.1	69.4	60.6	65.1	75.0	52.7	67.4	62.5
Giving commands ¹⁸									
Frequency	55.4	57.8	46.9	67.9	60.5	55.6	42.0	42.4	45.0
Importance	75.3	75.3	75.0	76.7	79.0	82.5	63.4	73.5	78.1
Formal language ¹⁹									
Frequency	56.3	56.1	56.9	56.9	57.9	63.9	55.4	52.2	51.7
Importance	62.2	63.4	57.7	60.0	69.7	75.0	63.4	66.9	56.3
Building rapport ²⁰									
Frequency	79.3	79.7	78.2	77.4	83.6	88.9	73.2	80.7	89.1
Importance	84.7	83.2	85.7	80.2	88.8	90.0	79.5	83.1	92.2

¹³ Only those respondents who indicated being deployed with a SOF unit in the past four years were asked these questions.¹⁴ This category includes individuals categorized as SF AC, SF RC, CA AC, CA RC, PSYOP AC, and PSYOP RC.¹⁵ This category includes individuals categorized as SOF support, MI soldiers assigned to a SOF unit, and SOF other.¹⁶ All figures in the tables are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.¹⁷ Example: Asking for directions from or giving important instructions to the typical person you encounter while deployed.¹⁸ Example: "Get down!" or "Drop the weapon!"¹⁹ Example: Giving a thank you speech to local country hosts or conducting business negotiations with officials.²⁰ Example: The initial meeting with the local militia leader.

Table 1.1 Typical foreign language usage while deployed by ARSOF type (cont.)²¹

	<i>ARSOF Overall</i>	<i>ARSOF Personnel²²</i>	<i>ARSOF Other²³</i>	<i>SF AC</i>	<i>SF RC</i>	<i>CA AC</i>	<i>CA RC</i>	<i>PSYOP AC</i>	<i>PSYOP RC</i>
[Mean values on 100-point scale] ²⁴									
Military-technical vocabulary ²⁵									
Frequency	62.2	61.6	64.5	69.5	68.4	55.6	42.9	53.1	46.9
Importance	67.0	65.9	71.0	70.5	70.4	75.0	49.1	60.9	59.4
Basic reading tasks ²⁶									
Frequency	73.9	74.5	71.8	72.8	71.1	77.8	67.9	83.3	84.4
Importance	74.5	74.0	76.2	69.8	76.3	87.5	70.5	77.3	87.5
Basic writing tasks ²⁷									
Frequency	45.4	46.4	41.7	47.1	40.1	55.6	48.2	49.2	41.7
Importance	50.4	50.2	50.8	48.3	48.0	70.0	44.4	53.0	59.4
Basic listening tasks ²⁸									
Frequency	72.4	72.1	73.4	69.8	69.7	75.0	66.7	81.8	81.7
Importance	72.0	71.6	73.4	66.0	75.0	80.0	63.9	84.1	82.8

²¹ Only those respondents who indicated being deployed with a SOF unit in the past four years were asked these questions.

²² This category includes individuals categorized as SF AC, SF RC, CA AC, CA RC, PSYOP AC, and PSYOP RC.

²³ This category includes individuals categorized as SOF support, MI soldiers assigned to a SOF unit, and SOF other.

²⁴ All figures in the tables are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

²⁵ Example: Training local mechanics, policemen, or soldiers.

²⁶ Example: Identifying important documents, reading signs/graffiti, and navigation.

²⁷ Example: Making written arrangements (contracts) with local officials, writing an operations order, or writing a list of supplies for a local guide to purchase.

²⁸ Example: Listening to conversations at a café or a radio broadcast to determine local support for your presence.

Table 1.2 Level of proficiency ideal for typical tasks and duties while deployed by ARSOF type

	<i>ARSOF Overall</i>	<i>ARSOF Personnel²⁹</i>	<i>ARSOF Other³⁰</i>	<i>SF AC</i>	<i>SF RC</i>	<i>CA AC</i>	<i>CA RC</i>	<i>PSYOP AC</i>	<i>PSYOP RC</i>
	% ³¹	%	%	%	%	%	%	%	%
None	1.0	1.3	-	1.0	5.3	-	-	-	-
Basic Communication ³²	6.1	5.6	7.8	4.8	7.9	-	10.7	-	12.5
Intermediate Communication ³³	25.4	26.8	20.3	31.4	26.3	10.0	32.1	20.6	12.5
Advanced Communication ³⁴	43.1	44.6	37.5	47.6	42.1	30.0	46.4	44.1	37.5
Complex Communication ³⁵	24.4	21.6	34.4	15.2	18.4	60.0	10.7	35.3	37.5

²⁹ This category includes individuals categorized as SF AC, SF RC, CA AC, CA RC, PSYOP AC, and PSYOP RC.

³⁰ This category includes individuals categorized as SOF support, MI soldiers assigned to a SOF unit, and SOF other.

³¹ All numbers in this table are represented as percentages.

³² Example: Asking directions, reading street signs, giving commands, using simple courtesy phrases, limited knowledge of culture

³³ Example: Asking and responding to more complex questions, listening to and understanding TV and radio broadcasts, understanding newspaper headlines

³⁴ Example: Extended dialogue/conversation on a variety of topics, reading important documents/newspapers, understanding culturally appropriate metaphors

³⁵ Example: Negotiations, persuading others with complex issues, reading very sophisticated or technical materials, complete comprehension of conversations and broadcasts.

Table 1.3 Open-Ended responses regarding language use and cultural skills on deployment

What other ways do you use language and cultural skills on deployment?		
Category of Response	Example Responses ³⁶	Frequency
Rapport/ relationship building	Simply building rapport in the community and with foreign nation officials. Doors just open up with an average ability and a desire to appreciate customs of that country. Language and regional dialect proficiency shows that you care for the local nationals, and that is important for rapport building.	69
Teaching/ training or working with local allies	I have used my skills as a DLI trained linguist to serve as an interpreter between local military units and 18 series personnel during training of local personnel. The ability to translate "on the fly" is hard to attain, yet extremely important.	31
Defense/ combat-related	Language skill, mostly verbal, and to a lesser degree written is critical to identification of threats. If an operator doesn't have a strong basis in the local language, how can he identify hostile intent in a crowd or identify the the intent.	3
Intelligence/ interrogation	I have used my language skills even for minor interrogation. And use it heavily for intercept. The cultural skills come in handy with learning the slang.	17
Understand cultural surroundings	Last deployment to columbia I was kept informed on my surroundings by reading the local newspapers, listening to the TV radio, interacting with the local population and learning there slang in order to better understand the conversation.	20
Create work products/ handle logistics	Design PSYOP Products for the Target Audience I am a SOF logistician. I must arrange for delivery of all types of supplies from fresh food to large trucks. From the ordinary to the very complicated. Our requirements can be very specific and/or time sensitive. Finding a source, making the deal...	16
All aspects of language are used	I am a Military Intelligence Linguist, I use my language in all aspects of my life during deployments, it is the reason I deploy.	5
Other	It would be ideal to be able to eliminate the use of foreign national translators. Their motivations are often questionable and involving them as middlemen in the exchange of information between military personnel and other foreign nationals leaves us...	14

³⁶ These comments are transcribed directly from the survey responses. No changes in grammar in content were made, except where noted.

SECTION 2: MISSION-BASED LANGUAGE REQUIREMENTS

Introduction

There were two major sections of the survey that gathered information about mission-based language requirements. One section of the survey contained questions specifically about a respondent's most recent training or operational deployment, while another section of the survey focused only on the most recent deployment outside of the unit's normal AOR. Findings from both of these survey sections are presented here. For the complete list of these items and associated findings for Army respondents to this section, please see Appendix A, Tables A10-A14. For information about ARSOF personnel, see Appendix C, Tables C10-C14. For further information about relevant subgroups, please see Appendices B-R.

Respondents

A total of 322 respondents indicated that they have been deployed with a SOF unit within the past four years and were therefore eligible to answer this section. Two-hundred thirty-one were classified as ARSOF personnel, while 64 were categorized as ARSOF other. A total of 185 respondents further indicated that they had been deployed outside of their AOR in the past four years, and therefore answered the section about the most recent deployment outside of their unit's normal AOR. One hundred and twenty seven were classified as ARSOF personnel and 41 were classified as ARSOF other. ARSOF personnel include individuals categorized as Special Forces (SF), Civil Affairs (CA), and Psychological Operations (PSYOP). ARSOF other includes individuals categorized as SOF support, MI Soldiers assigned to a SOF unit, and SOF other.

Summary/Abstract

Overall findings for this section showed that ARSOF personnel were primarily assigned to psychological operations (PSYOP), foreign internal defense (FID), unconventional warfare (UW), or civil affairs operations (CAO) SOF core tasks for their most recent deployment. For missions inside their AOR, FID and PSYOP SOF core tasks were most common, while UW core tasks were most common outside their normal AOR. SF personnel indicated that the primary SOF core tasks on deployments inside their AOR were FID, and the primary SOF core tasks on deployments outside their AOR were UW. CA personnel reported being most frequently deployed on CAO core tasks both inside and outside of their AOR. PSYOP personnel were primarily deployed on PSYOP core tasks both inside and outside their AOR.

For missions inside and outside their AOR, ARSOF personnel indicated that an 'Advanced Communication' level would be ideal. When analyzing the ideal level of proficiency according to mission type for deployments inside their AOR, a level of proficiency in 'Basic Communication' was most appropriate for direct action (DA) core tasks and 'Advanced Communication' was most appropriate for FID, CAO, and PSYOP core tasks. Similar results were found for missions outside their AOR. These findings suggest that different levels of proficiency are needed for different missions, an important consideration in determining the appropriate language training for deployments.

When indicating the frequency of using various aspects of language proficiency on the most recent deployment, ARSOF personnel indicated using 'Slang/street language' more frequently than 'Formal language' and using 'Speaking skills' and 'Listening skills' more

frequently than 'Reading skills' and 'Writing skills. They also indicated a high frequency of using interpreters, although ARSOF other respondents reported using interpreters less frequently than ARSOF personnel. Examining the frequency of language use according to mission types showed that different aspects of language are used more frequently depending on the mission type. 'Military-specific language' was used most frequently for FID core tasks, while 'Formal language' was used most frequently for PSYOP core tasks and least frequently for DA core tasks. ARSOF personnel reported using interpreters less frequently for FID and CT core tasks than other types of SOF core tasks. CA personnel reported using 'Formal language' and 'Interpreters' more than the other SOF personnel types. PSYOP personnel reported using 'Local dialect' more frequently than the other groups and using 'Military-specific language' very infrequently.

ARSOF personnel rated 'Building rapport' as the most important language function on the most recent deployment, which confirmed findings presented in Section 1 of this report. CA AC personnel rated all aspects of language as more important than other groups. PSYOP personnel responded similarly to ARSOF personnel overall, although they assigned higher ratings of importance to dimensions such as 'Maintaining control in hostile situations' and 'Persuading people to provide sensitive information.'

When asked two specific questions about their preparedness to use language on deployment and their frequency of using language on deployment, ARSOF personnel indicated that they used language frequently on deployment, but were not sufficiently prepared in terms of language and cultural understanding. This finding was even more apparent for missions outside their AOR. RC personnel reported feeling less prepared for the deployment in terms of language and cultural understanding than AC personnel.

In terms of deployments outside of their AOR, ARSOF personnel reported having difficulty. ARSOF personnel disagreed that they were able to meet the language-related requirements of the mission and that they experienced language-related issues or deficiencies on the mission. However, for CA and PSYOP personnel, the same pattern was not observed. Although ARSOF personnel consistently reported that their current official or required language proficiency suffered as a result of these missions, they felt that they would be able to regain proficiency in their official or required language. RC personnel were more confident than AC personnel that they would be able to regain their previous proficiency.

Findings

Overall Findings

Most Recent Deployment. The findings presented in Table 2.1 indicate that ARSOF personnel's primary SOF task on their most recent deployment was one of four selections. Nearly 22% of ARSOF personnel indicated PSYOP (21.7%), 19.6% indicated FID, 17.8% indicated UW, and 17.0% indicated CAO. Table 2.2 and Table 2.3 present results for primary SOF task based on whether the mission was inside or outside their AOR. As shown in Table 2.2, 28.0% of ARSOF personnel indicated FID as their primary SOF task inside their AOR while 27.3% indicated PSYOP as their primary SOF task inside their AOR. As shown in Table 2.3, 32.2% of ARSOF personnel indicated UW as their primary SOF task outside of their AOR. ARSOF other respondents indicated a wider variety of mission types, which are presented in Tables 2.1 – 2.3.

Both ARSOF respondents overall and ARSOF personnel responded similarly when asked about the ideal level of language proficiency necessary on the most recent mission inside their AOR (See Tables 2.4 and 2.5). The majority of ARSOF personnel (42.0%) indicated that an ‘Advanced Communication’ level of proficiency would be ideal. An advanced communication level includes the ability to perform the following language-related tasks: negotiations; persuading others with complex issues or thoughts; writing contracts or complex messages; reading very sophisticated or technical materials; complete comprehension of conversations and broadcasts; confidence in all levels of conversation; and ability to use culturally appropriate humor and metaphors. It should be noted that respondents indicated the level based on a list of language tasks/functions, and all the functions provided on this list would rate at or above a 1+ on the Interagency Language Roundtable (ILR) scale used within the DoD (see Appendix T for a Layman’s Understanding of ILR Language Skill Level Descriptions).

Further examining these responses by mission type shows that the 77.7% of ARSOF personnel indicated that a ‘Basic’ or ‘Intermediate Communication’ level of proficiency would be ideal for DA SOF core tasks, while ‘Advanced’ or ‘Complex Communication’ levels of proficiency were considered ideal for FID (70%), CAO (70%), and PSYOP (74.4%) core tasks inside their AOR. A basic level of communication includes the ability to ask directions; read street signs or a map; give basic commands; use simple common courtesy phrases and questions ("tourist guide" phrases); and limited knowledge of the culture. ‘Intermediate communication’ includes the ability to perform the following language-related tasks: asking and responding to questions beyond the standard "tourist guide" phrases; limited conversation/dialogue; listening and understanding the typical radio/TV broadcasts or conversation; getting the gist of newspaper headlines or articles; working knowledge and understanding of the culture. A complex level of communication includes the ability to conduct negotiations; persuade others with complex issues or thoughts; write contracts or complex messages; read very sophisticated or technical materials; complete comprehension of conversations and broadcasts; confidence in all levels of conversation; and ability to use culturally appropriate humor and metaphors.

Tables 2.6 and 2.7 present information regarding the ideal level of language proficiency necessary on the most recent mission outside their AOR for ARSOF respondents overall and ARSOF personnel. In comparison to missions inside their AOR in which only 2.8% of ARSOF personnel indicated that having no level of proficiency would be ideal (see Table 2.5), 14.9% of ARSOF personnel indicated that having no level of proficiency would be ideal for a mission outside of the AOR (see Table 2.7). This finding suggests that higher levels of proficiency are needed for missions inside their AOR than for missions outside of their AOR or that the use of interpreters outside of their AOR may be sufficient for some personnel. Despite this difference, the majority of ARSOF personnel (37.9%) indicated that an ‘Advanced Communication’ level of proficiency would be ideal. When looking at these responses according to the type of SOF core task, the respondents who indicated UW, CAO, and PYSOPS core tasks indicated that an ‘Intermediate’ or ‘Advanced Communication’ level of proficiency would be ideal.

The findings for frequency of using various aspects of language proficiency on the most recent deployment are presented in Table 2.8. ARSOF personnel and ARSOF other respondents answered these items similarly. ARSOF personnel reported that they used ‘Slang/street language’ ($M = 60.3$) more frequently than ‘Formal language’ ($M = 47.0$) while deployed. ARSOF personnel also reported using ‘Speaking skills’ ($M = 70.0$) and ‘Listening

skills' ($M = 73.2$) more frequently than 'Reading skills' ($M = 47.0$) or 'Writing skills' ($M = 32.0$). ARSOF personnel also reported a high frequency ($M = 70.4$) for using interpreters and a low frequency ($M = 33.7$) for using 'Other job aids.' The only pronounced difference between ARSOF personnel and ARSOF other respondents was in response to frequency of using interpreters. ARSOF other respondents reported using interpreters less frequently ($M = 59.9$) than ARSOF personnel ($M = 70.4$).

Table 2.9 and Table 2.10 present findings for frequency of using various aspects of language proficiency on the most recent deployment by SOF core task. ARSOF personnel reported using 'Military-specific language' most frequently ($M = 73.9$) for FID core tasks. ARSOF personnel reported using 'Formal language' most frequently ($M = 54.7$) for PSYOP core tasks and the least frequently ($M = 31.6$) for DA core tasks. ARSOF personnel reported using 'Slang/street language' frequently on PSYOP ($M = 65.1$), FID ($M = 62.8$) and Other ($M = 70.8$) core tasks. 'Speaking skills' and 'Listening skills' were reported as being used more frequently than 'Reading skills' and 'Writing skills' regardless of the type of SOF core task. Across SOF core task types, most ARSOF personnel reported using interpreters very frequently. However, ARSOF personnel reported using interpreters less frequently for FID ($M = 40.6$) and counterterrorism (CT; $M = 41.7$) core tasks.

Table 2.11 presents results for the importance of various aspects of language proficiency on the most recent deployment. ARSOF personnel and ARSOF other respondents exhibited very similar responses to these items. ARSOF personnel rated 'Building rapport' as the highest in importance ($M = 84.3$) followed by 'Increasing awareness' ($M = 80.6$). The item that showed the lowest mean rating, 'Logistics' (e.g., saving time in executing logistical tasks), was still rated as fairly high in importance ($M = 65.1$).

The responses to two specific questions regarding preparedness to use language and the frequency of language use on the most recent deployment are presented in Table 2.12. Across deployment types (both inside and outside their AOR), ARSOF personnel disagreed ($M = 41.5$) that they were well prepared for deployment in terms of language and cultural understanding, and agreed ($M = 64.4$) that they used their language skills frequently while on deployment. ARSOF other respondents responded neutrally ($M = 50.4$) that they were well prepared for their most recent deployment in terms of language and cultural understanding and agreed ($M = 70.5$) that they used their language skills frequently while deployed. Further exploration of responses based on whether the mission was inside or outside their AOR revealed that ARSOF personnel disagreed more that they were well prepared in terms of language and cultural understanding for missions outside their AOR ($M = 27.9$) than inside their AOR ($M = 49.8$). Also, ARSOF personnel reported that they used their skills more frequently on deployments inside their AOR ($M = 75.6$) than on deployments outside their AOR ($M = 46.3$).

Tables 2.13 and 2.14 present responses to items related to preparedness and frequency of using language while on deployment by mission type for ARSOF overall respondents and ARSOF personnel. ARSOF personnel indicated being most prepared ($M = 55.6$) for FID core tasks and indicated being least prepared ($M = 27.6$) for DA core tasks in terms of language and cultural understanding (See Table 2.14). ARSOF personnel reported using language most frequently for FID ($M = 81.1$) and Other ($M = 75.0$) core tasks. ARSOF personnel did not report using language frequently ($M = 35.7$) for special reconnaissance (SR) core tasks. Across mission types, ARSOF personnel reported being less prepared in terms of language and cultural understanding for missions outside their AOR than on missions inside their

AOR. ARSOF personnel also reported using language more inside their AOR than outside their AOR across mission types.

Outside AOR Deployment. Table 2.15 presents information regarding perceptions of deployments outside their AOR. ARSOF personnel who responded to these items expressed a moderately high level of disagreement ($M = 27.5$) that they were able to meet the language-related requirements of the mission. ARSOF personnel also expressed a very high level of agreement ($M = 79.7$) that while on this mission, they experienced language-related issues or deficiencies. Although ARSOF personnel moderately agreed ($M = 60.2$) that their proficiency in their official or required language suffered because of this deployment, they also felt confident ($M = 67.2$) that they would be able to regain previous proficiency in their official or required language. Responses for ARSOF other respondents were highly consistent with responses from ARSOF personnel.

Special Forces Findings

Most Recent Deployment. As presented in Tables 2.1-2.3, SF personnel's primary SOF core tasks on the most recent deployment were FID and UW. The majority of SF AC personnel (33.7%) indicated FID, while the majority of SF RC personnel (36.8%) indicated UW. Table 2.2 shows the primary SOF core tasks on the most recent deployment for deployments inside their AOR. For both SF AC (46.7%) and SF RC (40.0%) personnel, the majority of these core tasks were FID. Table 2.3 presents the same results for missions outside their AOR. The majority of these missions were UW for both SF AC (51.7%) and SF RC (46.4%). These results indicate that for SF personnel, the primary SOF tasks on deployments inside their AOR are FID, and the primary SOF tasks on deployments outside their AOR are UW.

Table 2.8 presents the findings for the frequency of using various aspects of language proficiency on deployment. For the most part, SF personnel responded similarly to ARSOF personnel overall. There were a few differences as well. Both SF AC and SF RC personnel indicated using 'Military-specific language' slightly more frequently ($M = 59.1, 58.1$) than ARSOF personnel ($M = 51.2$). Additionally, SF AC personnel reported using interpreters less frequently ($M = 58.2$) than ARSOF personnel overall ($M = 70.4$), while SF RC personnel reported using interpreters more frequently ($M = 78.3$) than both of these groups.

Table 2.11 presents results for ratings of importance for various aspects of language proficiency while on deployment. The findings for SF personnel were very consistent with the findings for ARSOF personnel. For both SF AC and SF RC personnel, 'Building rapport' was given the highest rating of importance ($M = 80.7, 86.2$).

The responses for SF personnel to the two questions regarding their preparedness for deployment and frequency of language use while on deployment are presented in Table 2.12. The findings for SF AC personnel were consistent with the findings for ARSOF personnel. SF AC personnel disagreed that they were well-prepared for their most recent deployment in terms of language and cultural understanding ($M = 46.8$), and agreed ($M = 67.5$) that they used language skills frequently while on deployment. SF AC personnel reported feeling more prepared for their most recent deployment inside their AOR ($M = 51.7$) than for their most recent deployment outside their AOR ($M = 33.9$). In comparison to SF AC personnel, SF RC personnel disagreed more strongly that they were well prepared for their most recent deployment ($M = 29.1$). Additionally, SF RC personnel agreed that they were prepared for their most recent deployment inside their AOR ($M = 60.0$), but disagreed ($M = 17.6$) that they

were prepared for their most recent deployment outside their AOR. SF RC personnel also reported using language skills more frequently than SF AC personnel for their most recent deployments inside ($M = 88.9$) and outside ($M = 50.0$) their AOR.

Outside AOR Deployment. SF personnel indicated similar attitudes when compared with ARSOF personnel regarding deployments outside of their AOR (See Table 2.15). Both SF AC and SF RC personnel disagreed ($M = 26.6, 26.5$) that they were able to meet the language-related requirements on their most recent mission outside their AOR. Both SF AC and SF RC personnel strongly agreed ($M = 79.1, 84.1$) that while on the most recent deployment outside their AOR, they experienced language-related issues or deficiencies. SF RC personnel agreed somewhat more than ($M = 74.2$) SF AC personnel ($M = 62.5$) that they are confident that they will be able to regain previous proficiency in their official or required language.

Civil Affairs Findings

Most Recent Deployment. As presented in Tables 2.1-2.3 the primary SOF task on the most recent mission for CA personnel was CAO, for both deployments inside and outside their AOR. Table 2.8 presents some important differences between CA personnel and the findings for ARSOF personnel. CA AC personnel reported using 'Formal language' ($M = 55.6$) and 'Local dialect' ($M = 69.4$) more frequently than ARSOF personnel ($M = 47.0, M = 59.9$). CA AC personnel also reported using interpreters more ($M = 87.5$) than ARSOF personnel ($M = 70.4$). CA RC respondents reported using all of the aspects of language proficiency less frequently than CA AC personnel. For example, CA RC personnel reported using 'Military-specific language' much less frequently ($M = 28.7$) than CA AC personnel ($M = 47.2$). However, CA RC personnel reported using interpreters nearly as frequently ($M = 84.8$) as CA AC personnel ($M = 87.5$).

Table 2.11 presents the results for ratings of importance of various aspects of language proficiency on the most recent deployment. There were some differences between CA AC personnel and CA RC personnel who responded to these items, although CA RC personnel tended to respond more consistently when compared to ARSOF personnel. CA AC personnel indicated that all aspects of proficiency identified were important. For example, they gave the highest rating out of all of the other groups for the importance of language proficiency for 'Training or teaching others' ($M = 80.0$) and 'Maintaining control in hostile confrontations' ($M = 90.0$). CA RC personnel rated the items similarly to ARSOF personnel, with only minor differences. For example, while ARSOF personnel indicated that language proficiency was high in importance ($M = 68.1$) for 'Identifying documents,' CA RC personnel indicated that language proficiency was less important ($M = 58.9$) for this function.

Table 2.12 reports the results for the two specific questions about preparedness and frequency of language use for the most recent deployment for CA personnel. CA AC and CA RC personnel disagreed ($M = 44.4, M = 38.4$) that they were well prepared for their most recent deployment in terms of language and cultural understanding. CA AC personnel responded neutrally ($M = 53.1$), while CA RC personnel agreed ($M = 66.4$) that they used language skills frequently while on deployment. For deployments inside their AOR, CA RC personnel disagreed ($M = 41.7$) that they were well prepared for deployment in terms of language and cultural understanding. Due to the fact that fewer than five CA AC personnel who responded had been deployed inside of their AOR, their responses to these questions should be interpreted with caution. Both CA AC and CA RC personnel disagreed ($M = 37.5, 34.6$) that

they were prepared for their most recent deployment outside their AOR. CA AC personnel reported using their language skills infrequently outside their AOR ($M = 30.0$). CA RC personnel reported using language somewhat frequently both inside ($M = 69.2$) and outside ($M = 63.5$) their AOR.

Outside AOR Deployment. CA personnel responded inconsistently when compared to ARSOF personnel for many of the items related to deployments outside of their AOR (See Table 2.15). Furthermore, CA AC and CA RC personnel responded somewhat differently from one another. CA AC personnel strongly disagreed ($M = 18.8$) that they were able to meet the language-related requirements of the most recent mission outside their AOR. However, CA RC personnel did not disagree as strongly ($M = 35.4$). CA AC personnel agreed ($M = 78.1$) that their proficiency in their official or required language suffered because of this deployment, while CA RC personnel responded neutrally to this item ($M = 50.0$). While CA RC personnel responded consistently with ARSOF personnel regarding experiencing language-related issues or deficiencies while on deployment, CA AC personnel responded differently. Both CA RC and ARSOF personnel expressed a high level of agreement ($M = 78.9, 79.7$) with this statement, CA AC personnel expressed only a moderate level of agreement ($M = 62.5$).

Psychological Operations Findings

Most Recent Deployment. PSYOP personnel indicated that their primary SOF tasks both inside and outside their AOR were PSYOP core tasks (See Tables 2.1-2.3). Table 2.8 illustrates some important differences between PSYOP personnel and ARSOF personnel, in addition to differences between PSYOP AC and PSYOP RC personnel. PSYOP AC personnel indicated using 'Military-specific language' less frequently ($M = 38.7$) than ARSOF personnel ($M = 51.2$) and PSYOP AC personnel indicated using 'Local dialect' more frequently ($M = 67.2$) than ARSOF personnel ($M = 59.9$). PSYOP AC personnel also reported using 'Reading skills' ($M = 55.7$) and 'Writing skills' ($M = 40.8$) more frequently than ARSOF personnel ($M = 47.0$ and $M = 32.0$). PSYOP RC personnel report using almost all of the aspects of language proficiency identified more frequently than SF AC personnel, with the exception of using 'Formal language' ($M = 53.1$), 'Writing skills' ($M = 37.5$) and 'Other job aids' ($M = 26.7$).

The findings in Table 2.11 present information about the importance of various aspects of language proficiency. Both PSYOP AC and PSYOP RC personnel indicated 'Building rapport' as the most important aspect of proficiency ($M = 86.8, 93.8$). The responses from PSYOP AC respondents were very similar to responses from ARSOF personnel, with the exception of a few items. For example, PSYOP AC personnel reported that language proficiency was important ($M = 64.7$) for 'Reducing the need for interpreters,' but rated this lower on the importance scale than ARSOF personnel ($M = 72.8$). PSYOP RC personnel placed lower levels of importance of the use of language proficiency for 'Training or teaching others' ($M = 65.6$) and for 'Logistics' ($M = 57.8$) than ARSOF personnel ($M = 71.6, 65.1$). However, PSYOP RC personnel assigned higher levels of importance to 'Maintaining control in hostile confrontations' ($M = 82.8$) and 'Persuading people to provide sensitive information' ($M = 82.8$) than ARSOF personnel overall ($M = 77.2, 73.5$).

The findings presented in Table 2.12 show that PSYOP AC personnel disagreed ($M = 36.7$) that they were well prepared for their most recent deployment in terms of language and cultural understanding. PSYOP RC personnel neither agreed nor disagreed that they were

well prepared for their most recent deployment in terms of language and cultural understanding ($M = 50.0$). PSYOP RC personnel indicated using language skills slightly more frequently ($M = 69.2$) than PSYOP AC personnel ($M = 58.9$) while on the most recent deployment. For missions inside their AOR, PSYOP RC personnel reported feeling more prepared in terms of language and cultural understanding ($M = 53.9$) than PSYOP AC personnel ($M = 41.3$). However, for deployments outside their AOR, both groups disagreed that they were prepared for the mission in terms of language and cultural understanding. Both PSYOP AC and PSYOP RC personnel reported using language skills more frequently while on deployment inside their AOR ($M = 71.6, 75.0$) than outside their AOR ($M = 27.8, 37.5^*$). However, it should be noted that there were fewer than five PSYOP RC respondents who indicated that they had been deployed outside their AOR, so these results should be interpreted with caution.

Outside AOR Deployment. PSYOP personnel expressed some attitudes toward deployment outside of their AOR that were consistent with ARSOF personnel and other attitudes that were somewhat inconsistent. Both PSYOP AC and PSYOP RC personnel strongly agreed ($M = 81.7, 80.0$) that while on this deployment, they experienced language-related issues or deficiencies, which consistent with the response from ARSOF personnel ($M = 79.7$). Although for the most part PSYOP AC and PSYOP RC respondents expressed similar attitudes, when responding to the item regarding ability to meet the language-related requirements of the mission, PSYOP AC personnel disagreed more strongly ($M = 26.7$) than PSYOP RC personnel ($M = 40.0$).

Reserve Component Findings

Most Recent Deployment. When responding to items regarding the frequency of using various aspects of proficiency on the most recent deployment, there was some variation between SF RC, CA RC, and PSYOP RC personnel. However, there were some similarities as well. For example, as presented in Table 2.8, all three RC personnel groups reported using job aids less frequently (SF RC, $M = 29.9$; CA RC, $M = 28.0$; PSYOP RC, $M = 26.7$) than their AC personnel counterparts (SF AC, $M = 36.8$; CA AC, $M = 43.8$; PSYOP AC, $M = 34.2$). For many of the items SF RC and CA RC personnel responded more similarly than PSYOP RC personnel. SF RC and CA RC personnel reported using ‘Slang/street language’ with moderate frequency ($M = 53.4$ and $M = 56.3$), while PSYOP RC personnel reported using ‘slang/street language’ more frequently ($M = 67.2$).

As evidenced in Table 2.11 there were no marked differences between RC and AC personnel in responding to the importance of various aspects of language proficiency while on the most recent deployment (see Appendix M, Table M13 and Appendix N, Table N13 for findings for AC and RC personnel). RC personnel also responded similarly to AC personnel for the items presented in Table 2.12. Across deployments, AC ($M = 64.7$) and RC ($M = 63.9$) personnel reported using language skills frequently while on their most recent deployment. On average, across deployments, RC personnel report feeling less prepared ($M = 36.3$) for the deployment in terms of language and cultural understanding than AC personnel ($M = 44.4$). However, there was a notable amount of variation between RC groups when responding to these items. For example, when responding to the item regarding preparedness for deployment in terms of language and cultural understanding, SF RC personnel ($M = 29.1$), CA RC personnel ($M = 38.4$), and PSYOP RC personnel ($M = 50.0$) responded quite differently. SF RC personnel reported being the least prepared in terms of language and cultural understanding while

PSYOP RC personnel reported being the most prepared out all of all of the subgroups presented.

Outside AOR Deployment. As presented in Table 2.15, the findings related to deployments outside of their AOR for RC personnel were fairly consistent across groups and similar to the findings for ARSOF personnel. However, RC personnel ($M = 73.9$) reported feeling slightly more confident than AC personnel ($M = 62.9$) that they will be able to regain previous proficiency in their official or required language (see Appendix M, Table M21 and Appendix N, Table N21).

Table 2.1 Primary SOF core tasks on the most recent deployment for all respondents by ARSOF type³⁷

	<i>ARSOF Overall</i>	<i>ARSOF Personnel³⁸</i>	<i>ARSOF Other³⁹</i>	<i>SF AC</i>	<i>SF RC</i>	<i>CA AC</i>	<i>CA RC</i>	<i>PSYOP AC</i>	<i>PSYOP RC</i>
	%	%	%	%	%	%	%	%	%
Overall									
Direct Action (DA)	8.5	8.7	7.9	15.4	10.5	-	-	-	-
Special Reconnaissance (SR)	5.1	3.0	12.7	1.9	13.2	-	-	-	-
Unconventional Warfare (UW)	15.4	17.8	6.3	26.0	36.8	-	-	-	-
Foreign Internal Defense (FID)	18.1	19.6	12.7	33.7	23.7	10.0	-	-	-
Civil Affairs Operations (CAO)	15.0	17.0	7.9	1.9	-	90.0	100.0	-	-
Psychological Operations (PSYOP)	19.5	21.7	11.1	-	-	-	-	100.0	100.0
Counterterrorism (CT)	5.5	4.3	9.5	7.7	5.3	-	-	-	-
Information Operations (IO)	4.4	3.5	7.9	6.7	2.6	-	-	-	-
Force Protection (FP)	1.0	0.9	1.6	1.9	-	-	-	-	-
Miscellaneous Intelligence (Intel.)	3.1	0.9	11.1	-	5.3	-	-	-	-
Other	4.4	2.6	11.1	4.8	2.6	-	-	-	-

³⁷ Only those respondents who indicated being deployed with a SOF unit in the past four years were asked this question.

³⁸ This category includes individuals categorized as SF AC, SF RC, CA AC, CA RC, PSYOP AC, and PSYOP RC.

³⁹ This category includes individuals categorized as SOF support, MI soldiers assigned to a SOF unit, and SOF other.

Table 2.2 Primary SOF core tasks on the most recent deployment for respondents indicating they were deployed inside of their Area of Responsibility (AOR) by ARSOF type⁴⁰

	<i>ARSOF Overall</i>	<i>ARSOF Personnel⁴¹</i>	<i>ARSOF Other⁴²</i>	<i>SF AC</i>	<i>SF RC</i>	<i>CA AC</i>	<i>CA RC</i>	<i>PSYOP AC</i>	<i>PSYOP RC</i>
	%	%	%	%	%	%	%	%	%
Inside AOR									
Direct Action (DA)	6.1	6.3	5.6	10.7	10.0	-	-	-	-
Special Reconnaissance (SR)	3.9	1.4	13.9	1.3	10.0	-	-	-	-
Unconventional Warfare (UW)	8.4	9.1	5.6	16.0	10.0	-	-	-	-
Foreign Internal Defense (FID)	26.3	28.0	19.4	46.7	40.0	25.0	-	-	-
Civil Affairs Operations (CAO)	12.3	14.0	5.6	2.7	-	75.0	100.0	-	-
Psychological Operations (PSYOP)	24.0	27.3	11.1	-	-	-	-	100.0	100.0
Counterterrorism (CT)	7.3	6.3	11.1	10.7	10.0	-	-	-	-
Information Operations (IO)	5.0	3.5	11.1	6.7	-	-	-	-	-
Force Protection (FP)	1.1	1.4	8.3	2.7	-	-	-	-	-
Miscellaneous Intelligence (Intel.)	1.7	0.7	5.6	0.0	10.0	-	-	-	-
Other	3.9	2.1	11.1	2.7	10.0	-	-	-	-

⁴⁰ Only those respondents who indicated being deployed with a SOF unit in the past four years were asked this question. The responses in this table represent the portion of respondents from Table 2.1 who indicated that they were deployed inside of their Area of Responsibility (AOR) on their most recent deployment.

⁴¹ This category includes individuals categorized as SF AC, SF RC, CA AC, CA RC, PSYOP AC, and PSYOP RC.

⁴² This category includes individuals categorized as SOF support, MI soldiers assigned to a SOF unit, and SOF other.

Table 2.3 Primary SOF core tasks on the most recent deployment for respondents indicating they were deployed outside of their Area of Responsibility (AOR) by ARSOF type⁴³

	<i>ARSOF Overall</i>	<i>ARSOF Personnel⁴⁴</i>	<i>ARSOF Other⁴⁵</i>					<i>PSYOP AC</i>	<i>PSYOP RC</i>
	%	%	%	<i>SF AC</i>	<i>SF RC</i>	<i>CA AC</i>	<i>CA RC</i>	%	%
Outside AOR									
Direct Action (DA)	12.3	12.6	11.1	27.6	10.7	-	-	-	-
Special Reconnaissance (SR)	7.0	5.7	11.1	3.4	14.3	-	-	-	-
Unconventional Warfare (UW)	26.3	32.2	7.4	51.7	46.4	-	-	-	-
Foreign Internal Defense (FID)	5.3	5.7	3.7	-	17.9	-	-	-	-
Civil Affairs Operations (CAO)	19.3	21.8	11.1	-	-	100.0	100.0	-	-
Psychological Operations (PSYOP)	12.3	12.6	11.1	-	-	-	-	100.0	100.0
Counterterrorism (CT)	2.6	1.1	7.4	-	3.6	-	-	-	-
Information Operations (IO)	3.5	3.4	3.7	6.9	3.6	-	-	-	-
Force Protection (FP)	0.9	-	3.7	-	-	-	-	-	-
Miscellaneous Intelligence (Intel.)	5.3	1.1	18.5	-	3.6	-	-	-	-
Other	5.3	3.4	11.1	10.3	-	-	-	-	-

⁴³ Only those respondents who indicated being deployed with a SOF unit in the past four years were asked this question. The responses in this table represent the portion of respondents from Table 2.1 who indicated that they were deployed outside of their Area of Responsibility (AOR) on their most recent deployment.

⁴⁴ This category includes individuals categorized as SF AC, SF RC, CA AC, CA RC, PSYOP AC, and PSYOP RC.

⁴⁵ This category includes individuals categorized as SOF support, MI soldiers assigned to a SOF unit, and SOF other.

*Table 2.4 Ideal Level of Language Proficiency on Deployment for ARSOF Overall on the most recent mission inside of the Area of Responsibility (AOR) by ARSOF type*⁵⁰

	<i>N</i>	<i>None</i>	<i>Basic Communication</i> ⁴⁶	<i>Intermediate Communication</i> ⁴⁷	<i>Advanced Communication</i> ⁴⁸	<i>Complex Communication</i> ⁴⁹
		%	%	%	%	%
Overall	179	2.8	8.4	22.3	43.0	23.5
Direct Action (DA)	11	-	27.3	54.5	18.2	-
Special Reconnaissance (SR)	7	-	14.3	-	28.6	57.1
Unconventional Warfare (UW)	15	-	6.7	33.3	60.0	-
Foreign Internal Defense (FID)	47	4.3	2.1	23.4	44.7	25.5
Civil Affairs Operations (CAO)	22	4.5	9.1	18.2	40.9	27.3
Psychological Operations (PSYOP)	43	4.7	4.7	14.0	46.5	30.2
Counterterrorism (CT)	13	-	15.4	30.8	30.8	23.1
Information Operations (IO)	9	-	33.3	22.2	33.3	11.1
Force Protection (FP)	2	-	-	50.0	50.0	-
Miscellaneous	3	-	-	-	33.3	66.7
Intelligence (Intel.)						
Other	7	-	-	14.3	71.4	14.3

⁴⁶ Example: Asking directions, reading street signs, giving commands, using simple courtesy phrases, limited knowledge of culture

⁴⁷ Example: Asking and responding to more complex questions, listening to and understanding TV and radio broadcasts, understanding newspaper headlines

⁴⁸ Example: Extended dialogue/conversation on a variety of topics, reading important documents/newspapers, understanding culturally appropriate metaphors

⁴⁹ Example: Negotiations, persuading others with complex issues, reading very sophisticated or technical materials, complete comprehension of conversations and broadcasts.

⁵⁰ Only those respondents who indicated being deployed with a SOF unit in the past four years were asked this question.

Table 2.5 Ideal Level of Language Proficiency on Deployment for ARSOF Personnel on the most recent mission inside of the Area of Responsibility (AOR)⁵⁵

	<i>N</i>	<i>None</i>	<i>Basic Communication</i> ⁵¹	<i>Intermediate Communication</i> ⁵²	<i>Advanced Communication</i> ⁵³	<i>Complex Communication</i> ⁵⁴
		%	%	%	%	%
Overall	143	2.8	8.4	24.5	42.0	22.4
Direct Action (DA)	9	-	33.3	44.4	22.2	-
Special Reconnaissance (SR)	2	-	-	-	-	100.0
Unconventional Warfare (UW)	13	-	7.7	38.5	53.8	-
Foreign Internal Defense (FID)	40	5.0	2.5	22.5	45.0	25.0
Civil Affairs Operations (CAO)	20	-	10.0	20.0	45.0	25.0
Psychological Operations (PSYOP)	39	5.1	5.1	15.4	43.6	30.8
Counterterrorism (CT)	9	-	11.1	44.4	22.2	22.2
Information Operations (IO)	5	-	40.0	20.0	20.0	20.0
Force Protection (FP)	2	-	-	50.0	50.0	-
Miscellaneous Intelligence (Intel.)	1	-	-	-	100.0	-
Other	3	-	-	33.3	66.7	-

⁵¹ Example: Asking directions, reading street signs, giving commands, using simple courtesy phrases, limited knowledge of culture

⁵² Example: Asking and responding to more complex questions, listening to and understanding TV and radio broadcasts, understanding newspaper headlines

⁵³ Example: Extended dialogue/conversation on a variety of topics, reading important documents/newspapers, understanding culturally appropriate metaphors

⁵⁴ Example: Negotiations, persuading others with complex issues, reading very sophisticated or technical materials, complete comprehension of conversations and broadcasts.

⁵⁵ Only those respondents who indicated being deployed with a SOF unit in the past four years were asked this question.

Table 2.6 Ideal Level of Language Proficiency on Deployment for ARSOF Overall on the most recent mission outside of the Area of Responsibility (AOR)⁵⁶

	<i>N</i>	<i>None</i>	<i>Basic Communication</i> ⁵⁷	<i>Intermediate Communication</i> ⁵⁸	<i>Advanced Communication</i> ⁵⁹	<i>Complex Communication</i> ⁶⁰
		%	%	%	%	%
Overall	114	12.3	9.6	28.1	36.0	14.0
Direct Action (DA)	14	28.6	14.3	21.4	21.4	14.3
Special Reconnaissance (SR)	8	50.0	12.5	12.5	25.0	-
Unconventional Warfare(UW)	30	10.0	13.3	30.0	36.7	10.0
Foreign Internal Defense (FID)	6	-	-	50.0	50.0	-
Civil Affairs Operations (CAO)	22	-	9.1	27.3	45.5	18.2
Psychological Operations (PSYOP)	14	14.3	14.3	21.4	42.9	7.1
Counterterrorism (CT)	3	-	-	33.3	-	66.7
Information Operations (IO)	4	25.0	-	25.0	25.0	25.0
Force Protection (FP)	1	-	-	-	100.0	-
Miscellaneous Intelligence (Intel.)	6	-	-	16.7	33.3	50.0
Other	6	-	-	66.7	33.3	-

⁵⁶ Only those respondents who indicated being deployed with a SOF unit in the past four years were asked this question.

⁵⁷ Example: Asking directions, reading street signs, giving commands, using simple courtesy phrases, limited knowledge of culture

⁵⁸ Example: Asking and responding to more complex questions, listening to and understanding TV and radio broadcasts, understanding newspaper headlines

⁵⁹ Example: Extended dialogue/conversation on a variety of topics, reading important documents/newspapers, understanding culturally appropriate metaphors

⁶⁰ Example: Negotiations, persuading others with complex issues, reading very sophisticated or technical materials, complete comprehension of conversations and broadcasts.

Table 2.7 Ideal Level of Language Proficiency on Deployment for ARSOF Personnel on the most recent mission outside of the Area of Responsibility (AOR)⁶⁵

	<i>N</i>	<i>None</i>	<i>Basic Communication</i> ⁶¹	<i>Intermediate Communication</i> ⁶²	<i>Advanced Communication</i> ⁶³	<i>Complex Communication</i> ⁶⁴
		%	%	%	%	%
Overall	87	14.9	10.3	27.6	37.9	9.2
Direct Action (DA)	11	36.4	18.2	18.2	27.3	-
Special Reconnaissance (SR)	5	60.0	20.0	20.0	-	-
Unconventional Warfare (UW)	28	10.7	10.7	28.6	39.3	10.7
Foreign Internal Defense (FID)	5	-	-	60.0	40.0	-
Civil Affairs Operations (CAO)	19	-	10.5	26.3	42.1	21.1
Psychological Operations (PSYOP)	11	18.2	9.1	18.2	45.5	9.1
Counterterrorism (CT)	1	-	-	100.0	-	-
Information Operations (IO)	3	33.3	-	33.3	33.3	-
Force Protection (FP)	-	-	-	-	-	-
Miscellaneous Intelligence (Intel.)	1	-	-	-	100.0	-
Other	3	-	-	33.3	66.7	-

⁶¹ Example: Asking directions, reading street signs, giving commands, using simple courtesy phrases, limited knowledge of culture

⁶² Example: Asking and responding to more complex questions, listening to and understanding TV and radio broadcasts, understanding newspaper headlines

⁶³ Example: Extended dialogue/conversation on a variety of topics, reading important documents/newspapers, understanding culturally appropriate metaphors

⁶⁴ Example: Negotiations, persuading others with complex issues, reading very sophisticated or technical materials, complete comprehension of conversations and broadcasts.

⁶⁵ Only those respondents who indicated being deployed with a SOF unit in the past four years were asked this question.

Table 2.8 Ratings of Frequency for Use on Most Recent Deployment by ARSOF-type⁶⁶

	<i>ARSOF Overall</i>	<i>ARSOF Personnel</i> ⁶⁷	<i>ARSOF Other</i> ⁶⁸	<i>SF AC</i>	<i>SF RC</i>	<i>CA AC</i>	<i>CA RC</i>	<i>PSYOP AC</i>	<i>PSYOP RC</i>
[Mean values on 100-point scale] ⁶⁹									
Military-Specific language	51.5	51.2	52.5	59.1	58.1	47.2	28.7	38.7	48.3
Formal Language	47.2	47.0	47.9	43.7	47.3	55.6	42.9	55.5	53.1
Slang/Street Language	61.3	60.3	65.3	61.3	53.4	63.9	56.3	64.1	67.2
Local dialect	59.6	59.9	58.5	56.1	59.0	69.4	56.3	67.2	71.9
Speaking skills	69.6	70.0	68.3	70.9	68.8	69.4	61.6	71.0	79.7
Listening skills	74.5	73.2	79.2	74.0	73.0	69.4	65.2	74.2	82.8
Reading skills	48.5	47.0	54.2	46.5	42.6	43.8	38.4	55.7	59.4
Writing skills	31.9	32.0	31.7	31.8	29.1	34.4	23.2	40.8	37.5
Job Aids	34.3	33.7	36.6	36.8	29.9	43.8	28.0	34.2	26.7
Interpreters	68.2	70.4	59.9	58.2	78.3	87.5	84.8	75.0	85.9

⁶⁶ Respondents to these questions indicated that they had been deployed with a SOF unit within the past four years.

The response options for these items were as follows: Never, Seldom, Sometimes, Often, and Very Often.

⁶⁷ This category includes individuals categorized as SF AC, SF RC, CA AC, CA RC, PSYOP AC, and PSYOP RC.⁶⁸ This category includes individuals categorized as SOF support, MI soldiers assigned to a SOF unit, and SOF other.⁶⁹ All figures in the tables are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For information on how these scores were calculated, see INTERPRETING THE RESULTS.

Table 2.9 Ratings of Frequency for Use on Most Recent Deployment by type of SOF core task for ARSOF Overall⁷⁰

	<i>DA</i> ⁷¹	<i>SR</i>	<i>UW</i>	<i>FID</i>	<i>CAO</i>	<i>PSYOP</i>	<i>CT</i>	<i>IO</i>	<i>FP</i>	<i>Intel.</i>	<i>Other</i>
[Mean values on 100-point scale] ⁷²											
Military-Specific language	45.8	53.6	60.2	73.1	32.1	42.0	55.0	46.2	58.3*	39.3	51.9
Formal Language	31.5	48.2	44.3	52.8	47.1	54.1	43.3	40.4	33.3*	46.4	48.1
Slang/Street Language	55.2	62.5	58.0	64.2	55.8	65.5	60.0	61.5	75.0*	66.7	69.2
Local dialect	57.6	55.4	60.8	57.7	57.6	66.8	48.2	59.6	66.7*	70.8	59.6
Speaking skills	55.4	58.9	69.9	81.1	62.8	73.6	71.4	65.4	75.0*	60.7	73.1
Listening skills	55.4	69.6	76.7	84.0	69.8	75.9	73.3	75.0	75.0*	75.0	78.9
Reading skills	33.7	48.2	44.8	55.2	39.3	55.6	55.8	46.2	50.0*	53.6	51.9
Writing skills	22.7	39.3	28.5	40.6	24.4	37.3	39.3	25.0	8.3*	25.0	23.1
Job Aids	18.5	41.1	34.6	46.2	31.8	31.7	32.7	33.3	16.7*	29.2	39.6
Interpreters	72.0	58.3	82.8	36.5	88.4	77.3	46.2	61.5	83.3*	87.5	68.8

⁷⁰ This category includes individuals as SF AC, SF RC, CA AC, CA RC, PSYOP AC, PSYOP RC, SOF support, MI soldiers assigned to a SOF unit, and SOF other.

⁷¹ SOF core task types are abbreviated as follows: Direct Action (DA), Special Reconnaissance (SR), Unconventional Warfare (UW), Foreign Internal Defense (FID), Civil Affairs Operations (CAO), Psychological Operations (PSYOP), Counterterrorism (CT), Counterproliferation of WMD (CP), Information Operations (IO), Force Protection (FP), Miscellaneous Intelligence (Intel.), and Other.

⁷² All figures in the tables are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

* This data is based on fewer than five responses.

Table 2.10 Ratings of Frequency for Use on Most Recent Deployment by type of SOF core task for ARSOF Personnel⁷³

	<i>DA⁷⁴</i>	<i>SR</i>	<i>UW</i>	<i>FID</i>	<i>CAO</i>	<i>PSYOP</i>	<i>CT</i>	<i>IO</i>	<i>FP</i>	<i>Intel.</i>	<i>Other</i>
[Mean values on 100-point scale] ⁷⁵											
Military-Specific language	46.3	39.3	60.0	73.9	33.8	41.9	55.6	37.5	62.5*	62.5*	45.8
Formal Language	31.6	42.9	45.0	51.7	46.7	54.7	38.9	46.9	25.0*	62.5*	41.7
Slang/Street Language	55.0	46.4	56.9	62.8	57.9	65.1	61.1	56.3	75.0*	87.5*	70.8
Local dialect	57.9	42.9	60.0	58.5	59.2	68.8	43.8	50.0	62.5*	100.0*	58.3
Speaking skills	56.6	46.4	71.9	80.6	63.8	73.9	71.9	62.5	75.0*	62.5*	75.0
Listening skills	58.6	53.6	75.6	82.8	67.8	77.1	72.2	65.6	75.0*	100.0*	75.0
Reading skills	31.6	39.3	44.9	52.8	39.2	56.9	50.0	43.8	50.0*	62.5*	45.8
Writing skills	22.2	39.3	29.5	40.6	24.3	39.7	34.4	18.8	_*	25.0*	25.0
Job Aids	18.4	42.9	34.3	48.3	30.3	31.7	28.1	28.6	_*	25.0*	29.2
Interpreters	75.0	60.7	81.7	40.6	87.2	78.7	41.7	71.9	87.5*	100.0*	75.0

⁷³ This category includes individuals categorized as SF AC, SF RC, CA AC, CA RC, PSYOP AC, and PSYOP RC.

⁷⁴ SOF core task types are abbreviated as follows: Direct Action (DA), Special Reconnaissance (SR), Unconventional Warfare (UW), Foreign Internal Defense (FID), Civil Affairs Operations (CAO), Psychological Operations (PSYOP), Counterterrorism (CT), Counterproliferation of WMD (CP), Information Operations (IO), Force Protection (FP), Miscellaneous Intelligence (Intel.), and Other.

⁷⁵ All figures in the tables are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

* This data is based on fewer than five responses.

Table 2.11 Ratings of Importance for Various Aspects of Language Proficiency by ARSOF type⁷⁶

	<i>ARSOF Overall</i>	<i>ARSOF Personnel</i> ⁷⁷	<i>ARSOF Other</i> ⁷⁸	<i>SF AC</i>	<i>SF RC</i>	<i>CA AC</i>	<i>CA RC</i>	<i>PSYOP AC</i>	<i>PSYOP RC</i>
[Mean values on 100-point scale] ⁷⁹									
Building Rapport/trust	84.1	84.3	83.2	80.7	86.2	90.0	84.8	86.8	93.8
Training or teaching others	72.3	71.6	74.6	71.4	69.7	80.0	70.2	75.7	65.6
Reducing need for interpreters	72.8	72.8	73.0	75.0	75.7	82.5	68.5	64.7	70.0
Logistics (i.e., saving time)	65.6	65.1	67.2	64.5	63.2	82.5	64.3	68.2	57.8
Identification of Documents	69.0	68.1	72.3	67.1	74.3	80.0	58.9	67.4	70.3
Giving basic Commands	72.5	74.4	66.4	75.0	75.0	80.0	70.5	73.5	71.9
Discrete Eavesdropping	74.6	73.4	79.0	72.6	75.7	77.5	75.0	67.7	79.7
Increasing awareness	80.4	80.6	79.8	78.3	83.6	87.5	79.5	82.4	82.8
Maintaining control in hostile Confrontations	77.2	77.2	77.4	75.5	79.7	90.0	71.4	77.9	82.8
Persuading people to provide sensitive information	75.0	73.5	80.6	70.6	76.3	94.4	68.8	72.7	82.8
Negotiations	74.9	74.2	77.5	70.8	72.3	94.4	75.9	79.2	76.6

⁷⁶ Respondents to these questions indicated that they had been deployed with a SOF unit within the past four years.

The response options for these items were as follows: Not Important, Low importance, Important, High Importance, Critical. For an explanation of how these scores were transformed into numerical values, please see INTERPRETING THE RESULTS.

⁷⁷ This category includes individuals categorized as SF AC, SF RC, CA AC, CA RC, PSYOP AC, and PSYOP RC.⁷⁸ This category includes individuals categorized as SOF support, MI soldiers assigned to a SOF unit, and SOF other.⁷⁹ All figures in the tables are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

Table 2.12 Language Use on Most Recent Deployment by ARSOF type⁸⁰

	<i>ARSOF Overall</i>	<i>ARSOF Personnel⁸¹</i>	<i>ARSOF Other⁸²</i>	<i>SF AC</i>	<i>SF RC</i>	<i>CA AC</i>	<i>CA RC</i>	<i>PSYOP AC</i>	<i>PSYOP RC</i>
Across deployments [Mean values on 100-point scale] ⁸³									
I was well prepared for this deployment in terms of language and cultural understanding.	33.4	41.5	50.4	46.8	29.1	44.4	38.4	36.7	50.0
I used my language skills frequently while on this deployment.	65.8	64.4	70.5	67.5	60.0	53.1	66.4	58.9	69.2
Inside AOR									
I was well prepared for this deployment in terms of language and cultural understanding.	52.4	49.8	62.9	51.7	60.0	58.3*	41.7	41.3	53.9
I used my language skills frequently while on this deployment.	77.6	75.6	85.6	75.7	88.9	91.7*	69.2	71.6	75.0
Outside AOR									
I was well prepared for this deployment in terms of language and cultural understanding.	29.5	27.9	34.3	33.9	17.6	37.5	34.6	25.0	25.0*
I used my language skills frequently while on this deployment.	47.9	46.3	52.7	44.2	50.0	30.0	63.5	27.8	37.5*

⁸⁰ Respondents to this question indicated that they had been deployed with a SOF unit within the past four years.⁸¹ This category includes individuals categorized as SF AC, SF RC, CA AC, CA RC, PSYOP AC, and PSYOP RC.⁸² This category includes individuals categorized as SOF support, MI soldiers assigned to a SOF unit, and SOF other.⁸³ All figures in the tables are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

Table 2.13 Language Use on Most Recent Deployment by type of SOF core task for ARSOF Overall⁸⁴

	<i>DA</i> ⁸⁵	<i>SR</i>	<i>UW</i>	<i>FID</i>	<i>CAO</i>	<i>PSYOP</i>	<i>CT</i>	<i>IO</i>	<i>FP</i>	<i>Intel.</i>	<i>Other</i>
Across deployments	[Mean values on 100-point scale]⁸⁶										
Preparedness	29.4	46.4	36.4	59.0	39.0	44.0	48.4	32.7	33.3*	34.4	44.2
Usage	60.2	46.7	57.9	84.0	63.8	62.8	75.0	67.3	75.0*	40.6	68.8
Inside AOR											
Preparedness	44.4	75.0	45.0	62.8	42.9	48.6	50.0	27.8	50.0*	66.7*	64.3
Usage	63.9	85.7	80.0	86.2	71.1	73.7	75.0	72.2	75.0*	100.0*	75.0
Outside AOR											
Preparedness	19.6	17.9	31.9	29.2	35.2	30.4	41.7*	43.8*	-*	15.0	20.8
Usage	57.7	12.5	45.2	66.7	57.1	34.0	75.0*	56.3*	75.0*	20.8	62.5

⁸⁴ This category includes individuals as SF AC, SF RC, CA AC, CA RC, PSYOP AC, PSYOP RC, SOF support, MI soldiers assigned to a SOF unit, and SOF other.

⁸⁵ SOF core task types are abbreviated as follows: Direct Action (DA), Special Reconnaissance (SR), Unconventional Warfare (UW), Foreign Internal Defense (FID), Civil Affairs Operations (CAO), Psychological Operations (PSYOP), Counterterrorism (CT), Counterproliferation of WMD (CP), Information Operations (IO), Force Protection (FP), Miscellaneous Intelligence (Intel.), and Other.

⁸⁶ All figures in the tables are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

* This data is based on fewer than five responses.

Table 2.14 Language Use on Most Recent Deployment by SOF Core Task Type for ARSOF Personnel

	<i>DA</i> ⁸⁷	<i>SR</i>	<i>UW</i>	<i>FID</i>	<i>CAO</i>	<i>PSYOP</i>	<i>CT</i>	<i>IO</i>	<i>FP</i>	<i>Intel.</i>	<i>Other</i>
Across deployments	[Mean values on 100-point scale] ⁸⁸										
Preparedness	27.6	41.7	36.3	55.6	38.8	41.0	45.0	31.3	50.0*	12.5*	45.8*
Usage	56.9	35.7	57.4	81.1	61.4	61.9	65.6	68.8	75.0*	50.0*	75.0
Inside AOR											
Preparedness	43.8	75.0*	46.2	60.6	42.1	45.8	47.2	20.0	25.0*	50.0*	75.0*
Usage	62.5	75.0*	78.9	83.8	69.1	72.7	71.4	75.0	75.0*	100.0*	75.0*
Outside AOR											
Preparedness	15.9	25.0*	31.5	15.0	35.5	25.0	25.0*	50.0*	-	-*	16.7*
Usage	52.5	20.0	45.8	60.0	54.2	29.6	25.0*	58.3*	-	-*	75.0*

⁸⁷ SOF core task types are abbreviated as follows: Direct Action (DA), Special Reconnaissance (SR), Unconventional Warfare (UW), Foreign Internal Defense (FID), Civil Affairs Operations (CAO), Psychological Operations (PSYOP), Counterterrorism (CT), Counterproliferation of WMD (CP), Information Operations (IO), Force Protection (FP), Miscellaneous Intelligence (Intel.), and Other.

⁸⁸ All figures in the tables are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

* This data is based on fewer than five responses.

Table 2.15 Perceptions of Outside of AOR Deployment by ARSOF-type

	<i>ARSOF Overall</i>	<i>ARSOF Personnel⁸⁹</i>	<i>ARSOF Other⁹⁰</i>	<i>SF AC</i>	<i>SF RC</i>	<i>CA AC</i>	<i>CA RC</i>	<i>PSYOP AC</i>	<i>PSYOP RC</i>
[Mean values on 100-point scale] ⁹¹									
I was able to meet language-related requirements of this mission.	27.3	27.5	26.5	26.6	26.5	18.8	35.4	26.7	40.0
While on this deployment, I experienced language-related issues or deficiencies. †	78.4	79.7	74.3	79.1	84.1	62.5	78.9	81.7	80.0
My proficiency in my official or required language suffered because of this deployment. †	60.4	60.2	61.4	62.5	58.9	78.1	50.0	55.0	50.0*
I am confident that I will be able to regain my previous proficiency in my official or required language.	67.4	67.2	67.7	62.5	74.2	65.6	75.0	62.5	68.8*
Prior to deployment, I was proficient in the language required.	45.8	44.6	50.0	48.5	40.3	56.3	50.0	33.9	31.3*

⁸⁹ This category includes individuals categorized as SF AC, SF RC, CA AC, CA RC, PSYOP AC, and PSYOP RC.

⁹⁰ This category includes individuals categorized as SOF support, MI soldiers assigned to a SOF unit, and SOF other.

⁹¹ All figures in the tables are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

† A high value for these items indicates a more negative attitude, while a low value for these items indicates a more positive attitude.

* This data is based on fewer than five responses.

SECTION 3: USE OF INTERPRETERS

Introduction

Respondents were asked about their experience using interpreters both inside and outside of their normal AOR. In one section, respondents were asked to answer questions about experiences with interpreters across all of their deployments both inside and outside their AOR. For the complete list of these items and associated findings for Army respondents overall see Appendix A, Tables A15-A17. For further information about ARSOF personnel, see Appendix C, Tables C15-C17. Respondents were also asked specific questions about using interpreters on the respondents' most recent deployment outside of their normal AOR. For the complete list of these items and associated findings for Army respondents overall to this section, please see Appendix A, Tables A24-A25. For information about ARSOF personnel, see Appendix C, Tables C24-C25. For further information about relevant subgroups, please see Appendices B-R.

Respondents

A total of 254 respondents indicated that they had been deployed with a SOF unit and used an interpreter on a mission in the past four years, and therefore answered the section regarding use of interpreters. One-hundred eighty-eight were classified as ARSOF personnel and 47 were classified as ARSOF other. A total of 154 respondents further indicated that they had been deployed outside their AOR in the past four years and had used an interpreter on a mission in the past four years, and therefore answered the section about the most recent deployment outside of unit's normal AOR. One hundred twelve were classified as ARSOF personnel and 32 were classified as ARSOF other. ARSOF personnel include individuals categorized as SF, CA, and PSYOP. ARSOF other includes individuals categorized as SOF support, MI Soldiers assigned to a SOF unit, and SOF other.

Summary/Abstract

ARSOF personnel indicated that they were very dependent on interpreters across all deployments both inside and outside their AOR. ARSOF personnel reported using interpreters frequently when deployed and agreed that interpreters were essential to mission success. Specifically, ARSOF personnel indicated that they could not be as effective on their missions without an interpreter. ARSOF personnel showed a much stronger dependence on interpreters than ARSOF other respondents. ARSOF personnel's reliance on interpreters was viewed as detrimental, which is supported by the fact that many respondents felt their unit was too dependent on the services of interpreters. Furthermore, ARSOF personnel indicated that they had observed situations in which interpreters had compromised the mission outcome. ARSOF personnel agreed that the interpreters they used were both trustworthy and competent. For deployments outside their AOR, ARSOF personnel showed a much stronger dependence on interpreters by indicating that they were used more frequently and were more essential to the mission than when evaluated across deployments. ARSOF personnel on deployments outside of their AOR also evaluated the interpreters that they used as more competent and trustworthy than interpreters used in general. The only difference observed based on whether the interpreter was categorized as a CAT I interpreter (i.e., local hire, indigenous personnel, not vetted; or US citizens, not vetted) or CAT II/III interpreter (i.e., US citizens with secret or top secret clearance) was that CAT II/III interpreters were seen as more

trustworthy than CAT I interpreters. No consistent pattern emerged regarding the number of deployments and attitudes toward interpreters.

Findings

Overall Findings

Use of Interpreters. ARSOF personnel agreed ($M = 73.4$) that interpreters are essential for carrying out missions (see Table 3.1). ARSOF personnel also agreed ($M = 71.0$) that their unit frequently uses interpreters when deployed inside their AOR and disagreed ($M = 29.2$) that they can be as effective on missions without an interpreter. When evaluating that quality of interpreters, ARSOF personnel agreed that most interpreters were moderately trustworthy ($M = 59.5$) and competent ($M = 63.1$). However, ARSOF personnel also agreed ($M = 71.8$) that they believe their unit is too dependent on interpreters. ARSOF personnel agreed ($M = 75.8$) that if they were more proficient in their current or official language, that they would be less likely to rely on interpreters. For the most part ARSOF other respondents expressed attitudes similar to ARSOF personnel, but there were a few exceptions. While ARSOF personnel disagreed ($M = 40.4$) that they only use interpreters when advanced/high levels of proficiency are required, ARSOF other responded neutrally ($M = 52.2$) to this statement. Also, ARSOF personnel agreed more strongly ($M = 73.4$) than ARSOF other respondents ($M = 67.0$) that interpreters are essential for carrying out missions. Perhaps the most striking difference between the two groups is that while ARSOF personnel strongly disagreed ($M = 29.2$) that they can be as effective on their missions without an interpreter, ARSOF other respondents only moderately disagreed ($M = 42.9$).

Tables 3.2 and 3.3 present findings for ARSOF overall respondents and ARSOF personnel regarding their attitudes toward interpreters based on the number of deployments inside and outside their AOR. The findings for these two groups were similar, however no consistent pattern emerged. Table 3.3, which contains the findings for ARSOF personnel, shows that personnel deployed more than six times inside their AOR agreed ($M = 80.9$) that if they were more proficient in their current or official language, that they would be less likely to rely on interpreters. However, personnel who reported being deployed inside their normal AOR one or two times agreed as well ($M = 79.4$). The same result was found for personnel who indicated being deployed outside their AOR. For some items there was a difference across deployment types. For example, ARSOF personnel who reported being deployed inside their AOR more than six times agreed slightly less ($M = 68.8$) than personnel who had been deployed inside their AOR only once or twice ($M = 79.4$) that interpreters are essential for carrying out missions. However, personnel who reported being deployed outside their normal AOR more than six times responded similarly ($M = 71.6$) when compared with personnel who had been deployed outside their AOR only once or twice ($M = 70.6$) when responding to the item, "Interpreters are essential for carrying out missions."

Use of Interpreters Outside AOR. Table 3.4 presents information regarding perceptions of interpreters use on the most recent deployment outside of their AOR. Many of the same questions that were asked regarding general use of interpreters were duplicated for interpreter use on deployments outside their AOR. The findings reveal a similar pattern of attitudes. ARSOF personnel agreed ($M = 88.4$) that using interpreters was essential for carrying out the mission and disagreed ($M = 19.6$) that they could have been as effective on the mission without using interpreters. These responses are more extreme than responses to the same items presented in Table 3.1. ARSOF personnel also agreed that the interpreters used on the

mission were trustworthy ($M = 67.2$) and competent ($M = 71.2$). These findings reveal more positive opinions of interpreters used outside their AOR than interpreters used in general. ARSOF personnel agreed ($M = 88.4$) that their unit frequently uses interpreters when outside of the normal AOR, which is much higher than the response to the same item presented in Table 3.1, in which ARSOF personnel agreed ($M = 71.0$) that their unit frequently uses interpreters when inside the normal AOR. The findings for ARSOF personnel and ARSOF other respondents are consistent for perceptions of interpreter use outside their AOR.

Table 3.5 contains more information about perceptions of interpreter use on the most recent deployment outside their AOR by interpreter type, CAT I (i.e., local hire indigenous personnel, not vetted; or a US citizen not vetted) or CAT II/III (i.e., US citizen with a secret or a top secret clearance). For the most part, responses to the items were similar regardless of interpreter type. However, ARSOF personnel indicated that CAT II/III interpreters used on the mission were more trustworthy ($M = 72.9$) than CAT I interpreters ($M = 65.4$). Also, ARSOF personnel who indicated using CAT II/III interpreters indicated a higher level of agreement ($M = 80.2$) than ARSOF personnel who indicated using CAT I interpreters ($M = 73.6$) that they felt that during the mission they were too dependent on interpreters.

Special Forces Findings

Use of Interpreters. When responding to items regarding attitudes toward interpreters both inside and outside of their AOR, SF personnel responded somewhat differently than ARSOF personnel. Even more pronounced was the difference in responses between SF AC and SF RC personnel. Overall, SF AC personnel tended to express attitudes more similar to ARSOF personnel, while SF RC personnel expressed slightly different attitudes from these two groups. SF RC personnel agreed ($M = 85.3$) that if they were more proficient in their current or official language, that they would be less likely to rely on interpreters, while SF AC personnel agreed less ($M = 69.7$). SF RC personnel agreed more strongly ($M = 70.5$) than SF AC personnel ($M = 58.6$) that they had observed situations where interpreters have compromised the mission outcome. Also, SF RC personnel agreed to a lesser degree than SF AC personnel that most interpreters were trustworthy ($M = 50.0, 59.1$) and that most interpreters were competent ($M = 58.8, 63.6$). Both SF AC and SF RC personnel disagreed ($M = 34.0, 28.7$) that they could be as effective on their missions without an interpreter.

Use of Interpreters Outside AOR. Table 3.4 presents the findings for SF personnel regarding perceptions of interpreter use outside their AOR on the most recent deployment. SF AC and SF RC personnel's responses to these items are very similar to each other and to the responses for ARSOF personnel. Both SF AC and SF RC personnel agreed ($M = 89.7, M = 89.7$) that using interpreters was essential for carrying out the mission. Both SF AC and SF RC personnel strongly disagreed ($M = 17.9$ and $M = 14.7$) that they could have been as effective on the mission without using interpreters. SF RC personnel agreed slightly more ($M = 80.2$) than SF AC personnel ($M = 75.0$) that during the mission they believed they were too dependent on interpreters. When comparing responses from Table 3.1 and Table 3.4, it is clear that SF personnel relied more heavily on interpreters outside their AOR than when responding regarding interpreter use in general. While SF AC and SF RC personnel agreed ($M = 72.4, 68.4$) that interpreters were essential for carrying out missions in general, they reported much higher levels of agreement ($M = 89.7, 89.7$) when asked in relation to deployments outside of their AOR.

Civil Affairs Findings

Use of Interpreters. The findings for CA personnel regarding attitudes toward interpreters used both inside and outside their AOR are presented in Table 3.1. CA personnel expressed somewhat different opinions than ARSOF personnel related to the use of interpreters. CA AC and CA RC personnel agreed more strongly ($M = 96.9$, $M = 81.5$) than ARSOF personnel ($M = 75.8$) that if they were more proficient in their official or required language that they would be less likely to rely on interpreters. While CA AC personnel agreed somewhat less ($M = 65.6$) than ARSOF personnel ($M = 73.4$) that interpreters are essential for carrying out missions, CA RC personnel agreed slightly more ($M = 76.9$). While ARSOF personnel and CA RC personnel agreed ($M = 71.0$, 78.0) that the unit frequently uses interpreters when deployed inside their normal AOR, CA AC personnel moderately disagreed ($M = 40.6$). Also, while CA RC disagreed ($M = 25.9$) that they can be as effective on missions without an interpreter, CA AC respondents expressed a neutral attitude ($M = 50.0$) when responding to this item. Consistent with ARSOF personnel findings, both CA AC and CA RC personnel agreed ($M = 62.5$, 62.0) that most interpreters were trustworthy and also agreed ($M = 67.8$, 66.7) that most interpreters were competent.

Use of Interpreters Outside AOR. Table 3.4 contains findings for CA personnel regarding their perceptions of using interpreters on the most recent mission outside their AOR. One major difference between CA personnel and ARSOF personnel is in response to the item that states, "I could have been as effective on this mission without using interpreters." While ARSOF personnel strongly disagreed with this statement ($M = 19.6$), CA AC and CA RC personnel expressed only moderate levels of disagreement ($M = 41.7$ and $M = 34.6$). There were also some important differences between CA AC and CA RC personnel. CA RC personnel agreed slightly more ($M = 65.4$) than CA AC personnel ($M = 58.3$) that the interpreters they used on the mission were trustworthy. However, CA RC personnel agreed to a lesser degree ($M = 65.4$) than CA AC personnel ($M = 79.2$) that the interpreters they used were competent. CA AC personnel also agreed more strongly ($M = 91.7$) than CA RC personnel ($M = 84.6$) that their unit frequently uses interpreters when outside their AOR. When comparing responses from Table 3.1 and Table 3.4, it is clear that like SF personnel, CA personnel relied more heavily on interpreters outside their AOR than when responding regarding interpreter use in general. While CA AC and CA RC personnel reported moderate levels of agreement ($M = 65.6$, 76.9) that interpreters were essential for carrying out missions in general, they reported much higher levels of agreement ($M = 75.0$, 88.5) when asked about interpreter use on deployments outside of their AOR.

Psychological Operations Findings

Use of Interpreters. PSYOP personnel responded similarly to ARSOF personnel regarding perceptions of interpreter use. Both PSYOP AC and PSYOP RC personnel agreed ($M = 72.1$, 75.0) that it would have been useful to receive training on using interpreters prior to deployment. PSYOP AC and PSYOP RC respondents differed somewhat when responding to some of the items. PSYOP RC personnel agreed much more strongly ($M = 86.7$) than PSYOP AC personnel ($M = 74.0$) that interpreters are essential for carrying out missions. Also, PSYOP RC personnel agreed much more strongly ($M = 91.7$) than PSYOP AC personnel ($M = 76.9$) that their unit uses interpreters frequently when deployed inside the normal AOR. As compared to the other relevant subgroups, PSYOP AC and PSYOP RC personnel disagreed very strongly ($M = 21.2$, 12.0) that they could be as effective on their missions without an interpreter.

Use of Interpreters Outside AOR. Table 3.4 contains information about interpreter use on the most recent mission outside their AOR. PSYOP AC and PSYOP RC personnel responded similarly to ARSOF personnel to many of the items. However, these groups rated the interpreters they used on the mission as slightly more trustworthy and competent than ARSOF personnel. Both PSYOP AC and PSYOP RC personnel strongly agreed that the interpreters they used on the mission were trustworthy ($M = 75.0, 75.0$) and competent ($M = 75.0, 80.0$). PSYOP AC and PSYOP RC respondents answered the items similarly. PSYOP AC and PSYOP RC personnel strongly disagreed ($M = 15.4, 10.0$) that they could have been as effective on this mission without using an interpreter. PSYOP AC personnel expressed a higher level of agreement ($M = 80.8$) than PSYOP RC personnel ($M = 65.0$) that during the mission, they felt they were too dependent on interpreters. When comparing the responses from Table 3.4 to similar questions asked about interpreter use across deployments presented in Table 3.1, PSYOP AC personnel reported somewhat higher levels of agreement ($M = 86.5$) that interpreters were essential for carrying out the mission on the most recent mission outside their AOR than when asked the same question regarding interpreter use in general ($M = 74.0$). However, PSYOP RC personnel expressed very high levels of agreement with this item when asked regarding interpreter use outside their AOR ($M = 90.0$) and when asked about interpreter use in general ($M = 86.7$).

Reserve Component Findings

Use of Interpreters. As evident in Table 3.1, RC personnel did not express opinions that differed largely from AC personnel in responding to perceptions of interpreter use across deployments. One consistent difference between AC personnel and RC personnel was that for each of the subgroups (SF, CA, and PSYOP), RC personnel disagreed more strongly than their active counterparts that they could be as effective on their missions without an interpreter.

Use of Interpreters Outside AOR. Table 3.4 presents the results for perceptions of interpreter use outside their AOR. Once again, RC personnel did not show consistent differences from their AC counterparts when responding to these items. RC personnel disagreed more strongly than their AC counterparts that they could have been as effective on this mission without using interpreters.

Table 3.1 Attitudes towards interpreters by ARSOF type

	<i>ARSOF Overall</i>	<i>ARSOF Personnel⁹²</i>	<i>ARSOF Other⁹³</i>						
				<i>SF AC</i>	<i>SF RC</i>	<i>CA AC</i>	<i>CA RC</i>	<i>PSYOP AC</i>	<i>PSYOP RC</i>
[Mean values on 100-point scale] ⁹⁴									
If I were more proficient in my current or official language, I would be less likely to rely on interpreters.	75.5	75.8	74.4	69.7	85.3	96.9	81.5	71.2	71.7
In my experiences, I have observed situations where interpreters have compromised the mission outcome. †	62.9	62.2	65.8	58.6	70.5	53.6	65.7	60.0	63.3
I use interpreters only when advanced/high levels of proficiency are required.	42.7	40.4	52.2	36.8	49.3	56.3	40.7	39.4	30.0
It would have been useful to receive training on using interpreters prior to deployment.	63.8	63.8	63.9	57.2	66.2	71.4	63.0	72.1	75.0
Interpreters are essential for carrying out missions.	72.1	73.4	67.0	72.4	68.4	65.6	76.9	74.0	86.7

⁹² This category includes individuals categorized as SF AC, SF RC, CA AC, CA RC, PSYOP AC, and PSYOP RC.

⁹³ This category includes individuals categorized as SOF support, MI soldiers assigned to a SOF unit, and SOF other.

⁹⁴ All figures in the tables are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

† A high value for these items indicates a more negative attitude, while a low value for these items indicates a more positive attitude towards interpreters.

Table 3.1 Attitudes towards interpreters by ARSOF type (cont.)

	<i>ARSOF Overall</i>	<i>ARSOF Personnel⁹⁵</i>	<i>ARSOF Other⁹⁶</i>	<i>SF AC</i>	<i>SF RC</i>	<i>CA AC</i>	<i>CA RC</i>	<i>PSYOP AC</i>	<i>PSYOP RC</i>
[Mean values on 100-point scale] ⁹⁷									
I feel our unit is too dependent on interpreters. †	72.3	71.8	74.5	66.1	78.7	68.8	82.4	72.1	66.7
My unit frequently uses interpreters when deployed inside the normal AOR.	70.3	71.0	67.2	70.3	61.0	40.6	78.0	76.9	91.7
I can be as effective on my missions without an interpreter.	31.9	29.2	42.9	34.0	28.7	50.0	25.9	21.2	12.0
In my experience, most interpreters were trustworthy.	59.4	59.5	58.7	59.1	50.0	62.5	62.0	69.0	61.7
In my experience, most interpreters were competent.	63.3	63.1	63.8	63.6	58.8	67.8	66.7	64.4	58.3

⁹⁵ This category includes individuals categorized as SF AC, SF RC, CA AC, CA RC, PSYOP AC, and PSYOP RC.

⁹⁶ This category includes individuals categorized as SOF support, MI soldiers assigned to a SOF unit, and SOF other.

⁹⁷ All figures in the tables are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

† A high value for these items indicates a more negative attitude, while a low value for these items indicates a more positive attitude towards interpreters.

* This data is based on fewer than five responses.

Table 3.2 Attitudes towards Interpreters based on number and type of deployments for ARSOF Overall⁹⁸

	Number of times deployed inside AOR ⁹⁹					Number of times deployed outside AOR				
	Not deployed	1-2	3-4	5-6	More than 6	Not deployed	1-2	3-4	5-6	More than 6
[Mean values on 100-point scale] ¹⁰⁰										
If I were more proficient in my current or official language, I would be less likely to rely on interpreters.	65.3	76.8	78.1	68.1	81.3	80.5	74.8	73.1	71.7	79.6
In my experiences, I have observed situations where interpreters have compromised the mission outcome. †	50.8	67.9	66.7	62.2	65.0	51.9	65.5	62.8	57.8	70.3
I use interpreters only when advanced/high levels of proficiency are required.	35.8	35.5	54.2	47.2	46.3	35.5	45.5	36.3	35.0	51.6
It would have been useful to receive training on using interpreters prior to deployment.	62.1	67.0	70.8	65.3	61.5	67.5	66.0	60.0	64.3	65.6
Interpreters are essential for carrying out missions.	80.5	77.6	64.6	71.1	67.8	78.2	69.8	73.7	76.6	69.7

⁹⁸ This category includes individuals as SF AC, SF RC, CA AC, CA RC, PSYOP AC, PSYOP RC, SOF support, MI soldiers assigned to a SOF unit, and SOF other.

⁹⁹ Area of Responsibility

¹⁰⁰ All figures in the tables are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

† A high value for these items indicates a more negative attitude, while a low value for these items indicates a more positive attitude towards interpreters.

* This data is based on fewer than five responses.

Table 3.2 Attitudes towards Interpreters based on number and type of deployments for ARSOF Overall¹⁰¹ (cont.)

	Number of times deployed inside AOR ¹⁰²					Number of times deployed outside AOR				
	Not deployed	1-2	3-4	5-6	More than 6	Not deployed	1-2	3-4	5-6	More than 6
	[Mean values on 100-point scale] ¹⁰³									
I feel our unit is too dependent on interpreters. †	75.0	76.7	69.8	67.1	70.7	73.4	70.1	76.3	68.8	73.5
My unit frequently uses interpreters when deployed inside the normal AOR.	66.4	81.1	59.8	60.5	68.6	80.0	65.7	70.5	67.2	75.0
I can be as effective on my missions without an interpreter.	25.0	31.5	37.5	33.3	32.5	26.6	34.3	29.4	20.0	37.1
In my experience, most interpreters were trustworthy.	58.6	61.8	58.3	52.8	58.0	65.0	59.0	53.7	60.9	57.6
In my experience, most interpreters were competent.	67.2	62.1	65.6	64.5	60.8	60.9	64.0	59.2	67.2	65.2

¹⁰¹ This category includes individuals as SF AC, SF RC, CA AC, CA RC, PSYOP AC, PSYOP RC, SOF support, MI soldiers assigned to a SOF unit, and SOF other.

¹⁰² Area of Responsibility

¹⁰³ All figures in the tables are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

† A high value for these items indicates a more negative attitude, while a low value for these items indicates a more positive attitude towards interpreters.

* This data is based on fewer than five responses.

Table 3.3 Attitudes towards Interpreters based on number and type of deployments for ARSOF Personnel¹⁰⁴

	Number of times deployed inside AOR ¹⁰⁵					Number of times deployed outside AOR				
	Not deployed	1-2	3-4	5-6	More than 6	Not deployed	1-2	3-4	5-6	More than 6
[Mean values on 100-point scale] ¹⁰⁶										
If I were more proficient in my current or official language, I would be less likely to rely on interpreters.	62.5	79.4	79.7	63.5	80.9	79.5	75.3	71.8	71.7	80.2
In my experiences, I have observed situations where interpreters have compromised the mission outcome. †	47.0	66.7	64.1	64.3	64.4	52.1	64.6	58.9	57.8	70.5
I use interpreters only when advanced/high levels of proficiency are required.	33.0	33.2	50.0	48.2	44.1	33.0	43.7	32.0	35.0	49.1
It would have been useful to receive training on using interpreters prior to deployment.	63.0	66.9	65.6	67.3	60.5	65.4	65.9	58.6	64.3	64.3
Interpreters are essential for carrying out missions.	81.7	79.4	67.2	71.4	68.8	80.6	70.6	74.2	76.6	71.6

¹⁰⁴ Respondents to these questions indicated that they had been deployed with a SOF unit within the past four years. Additionally, they indicated that they had used an interpreter on a mission within the past four years.

¹⁰⁵ Area of Responsibility

¹⁰⁶ All figures in the tables are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

† A high value for these items indicates a more negative attitude, while a low value for these items indicates a more positive attitude towards interpreters.

* This data is based on fewer than five responses.

Table 3.3 Attitudes towards Interpreters based on number and type of deployments for ARSOF Personnel¹⁰⁷ (cont.)

	<i>Number of times deployed inside AOR¹⁰⁸</i>					<i>Number of times deployed outside AOR</i>				
	Not deployed	1-2	3-4	5-6	More than 6	Not deployed	1-2	3-4	5-6	More than 6
	[Mean values on 100-point scale]¹⁰⁹									
I feel our unit is too dependent on interpreters. †	75.0	78.7	68.8	62.5	70.6	75.0	69.7	76.6	68.8	72.4
My unit frequently uses interpreters when deployed inside the normal AOR.	67.4	83.0	64.1	58.9	68.0	81.7	65.7	71.0	67.2	77.6
I can be as effective on my missions without an interpreter.	25.0	26.1	35.9	30.8	31.3	22.3	33.9	23.4	20.0	35.3
In my experience, most interpreters were trustworthy.	60.6	63.0	59.4	50.0	58.3	65.7	59.8	53.0	60.9	58.6
In my experience, most interpreters were competent.	69.2	61.7	65.6	60.7	61.1	60.7	63.6	59.1	67.2	65.5

¹⁰⁷ Respondents to these questions indicated that they had been deployed with a SOF unit within the past four years. Additionally, they indicated that they had used an interpreter on a mission within the past four years.

¹⁰⁸ Area of Responsibility

¹⁰⁹ All figures in the tables are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS

† A high value for these items indicates a more negative attitude, while a low value for these items indicates a more positive attitude towards interpreters.

* This data is based on fewer than five responses.

Table 3.4 Perceptions of Interpreter Use on Outside of AOR deployment by ARSOF-type.

	<i>ARSOF Overall</i>	<i>ARSOF Personnel¹¹⁰</i>	<i>ARSOF Other¹¹¹</i>	<i>SF AC</i>	<i>SF RC</i>	<i>CA AC</i>	<i>CA RC</i>	<i>PSYOP AC</i>	<i>PSYOP RC</i>
[Mean values on 100-point scale] ¹¹²									
Using interpreter(s) was essential for carrying out this mission.	88.6	88.4	89.2	89.7	89.7	75.0	88.5	86.5	90.0
I could have been as effective on this mission without using interpreter(s).	20.2	19.6	22.4	17.9	14.7	41.7	34.6	15.4	10.0
The interpreter(s) that I used on this mission was (were) trustworthy.	66.7	67.2	65.0	67.4	64.7	58.3	65.4	75.0	75.0
The interpreter(s) that I used on this mission was (were) competent.	71.5	71.2	72.5	71.2	69.0	79.2	65.4	75.0	80.0
I feel that during this mission, I was too dependent on interpreters. †	76.1	76.1	75.8	75.0	80.2	70.8	73.1	80.8	65.0
My unit frequently uses interpreters when outside the normal AOR.	88.0	88.4	86.6	88.6	88.8	91.7	84.6	88.5	90.0

¹¹⁰ This category includes individuals categorized as SF AC, SF RC, CA AC, CA RC, PSYOP AC, and PSYOP RC.¹¹¹ This category includes individuals categorized as SOF support, MI soldiers assigned to a SOF unit, and SOF other.¹¹² All figures in the tables are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

† A high value for these items indicates a more negative attitude, while a low value for these items indicates a more positive attitude towards interpreters.

* This data is based on fewer than five responses.

Table 3.5 Perceptions of Interpreter Use on Outside of AOR deployment by interpreter type utilized on most recent outside AOR deployment

	CAT I¹¹³		CAT II/III¹¹⁴		Both CAT I and CAT II/III	
	ARSOF Overall¹¹⁵	ARSOF Personnel¹¹⁶	ARSOF Overall	ARSOF Personnel	ARSOF Overall	ARSOF Personnel
	[Mean values on 100-point scale]¹¹⁷					
Using interpreter(s) was essential for carrying out this mission.	87.7	88.0	89.9	88.5	90.8	90.0
I could have been as effective on this mission without using interpreter(s).	20.2	19.9	18.9	20.8	22.4	16.7
The interpreter(s) that I used on this mission was (were) trustworthy.	65.3	65.4	70.3	72.9	64.5	66.7
The interpreter(s) that I used on this mission was (were) competent.	71.2	70.6	72.3	72.9	69.7	71.7
I feel that during this mission, I was too dependent on interpreters. †	75.0	73.6	77.7	80.2	76.3	81.7
My unit frequently uses interpreters when outside the normal AOR.	88.3	88.4	87.8	90.6	86.8	85.0

¹¹³ CAT I: Local hire indigenous personnel, not vetted; OR a US citizen not vetted.

¹¹⁴ CAT II/III: US citizen with a secret OR a top secret clearance.

¹¹⁵ This category includes individuals as SF AC, SF RC, CA AC, CA RC, PSYOP AC, PSYOP RC, SOF support, MI soldiers assigned to a SOF unit, and SOF other.

¹¹⁶ This category includes individuals categorized as SF AC, SF RC, CA AC, CA RC, PSYOP AC, and PSYOP RC.

¹¹⁷ All figures in the tables are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

† A high value for these items indicates a more negative attitude, while a low value for these items indicates a more positive attitude towards interpreters.

* This data is based on fewer than five responses.

SECTION 4: BELIEFS ABOUT PROFICIENCY

Introduction

The items in this section gathered information from SOF personnel about their beliefs related to various aspects of personal language proficiency and their confidence to perform certain language-related tasks. For the complete list of items and associated findings for Army respondents overall to this section, please see Appendix A, Tables A26-A27. For information about ARSOF personnel, see Appendix C, Tables C26-C27. For further information about relevant subgroups, please see Appendices B-R.

Respondents

There were not branching questions that restricted access to this section. A total of 850 Army personnel responded to this section. Two-hundred ninety-seven were classified as ARSOF personnel, while 84 were categorized as ARSOF other. ARSOF personnel included individuals categorized as SF, CA, and PSYOP. ARSOF other included those categorized as SOF support, MI Soldiers assigned to a SOF unit, and SOF other.

Summary/Abstract

In general, responses for this section suggested that most personnel were only moderately confident in their language ability. ARSOF personnel were more confident in their ability to satisfy minimum courtesy requirements and less confident in their ability to participate in informal conversations on practical, social, and professional topics and in their ability to use military terminology. PSYOP personnel had the lowest level of confidence out of all of the SOF personnel types. As a whole, ARSOF AC and RC personnel reported similar levels of confidence. Non-SOF linguists who responded to the survey reported much higher levels of confidence than ARSOF personnel regarding their ability to perform these various language-related tasks. Respondents whose language type was a CAT I/II (e.g., Romance languages, German, and Indonesian) language were more confident than those whose language type was CAT III/IV (e.g., Japanese, Arabic, Urdu, and Chinese-Mandarin). Confidence also increased with tenure for certain tasks, such as participating in conversations on formal topics.

Findings

Overall Findings

When rating their ability to use military terminology in their AOR language, ARSOF personnel felt more confident in their ability to satisfy minimum courtesy requirements ($M = 67.6$) and less confident in their ability participate in informal conversations on practical, social, and professional topics ($M = 51.9$) and to use military terminology ($M = 47.8$). ARSOF other respondents indicated a higher degree of confidence than ARSOF personnel for all aspects of proficiency identified in this section, including using military terminology ($M = 58.8$), satisfying minimum courtesy requirements ($M = 73.6$), and participating in informal conversations on practical, social, and professional topics ($M = 65.4$). This finding shows that ARSOF other respondents are more confident than ARSOF personnel. Non-SOF Linguists reported even higher levels confidence than ARSOF personnel and ARSOF other respondents. They strongly agreed that they were confident in their ability to use military

terminology ($M = 71.1$), satisfy minimum courtesy requirements ($M = 85.7$), and participate in informal conversations ($M = 77.4$).

Table 4.2 present beliefs about proficiency for Army respondents overall. Those respondents whose primary AOR language was a CAT I/II language were somewhat more confident in their ability to use military terminology in the language required by their AOR assignment ($M = 69.0$) than respondents whose AOR language was a CAT III/IV ($M = 59.3$). The same pattern was seen for the item concerning the respondents' confidence in their ability to participate in informal conversations on practical, social, and professional topics in their required AOR language ($M = 76.4, 64.7$). There were no major differences between AC and RC personnel regarding confidence.

Tenure (which was analyzed for ARSOF respondents only) had no effect regarding confidence in ability to use military terminology and ability to satisfy minimum courtesy requirements. The amount of years of service in SOF did have an effect on one's ability to participate in informal conversations on practical, social, and professional topics in their AOR language. The longer one's tenure, the more likely respondents were to indicate feeling confident on this dimension.

Special Forces Findings

SF AC personnel responded similarly to ARSOF personnel regarding confidence in their proficiency. However, both SF AC and SF RC personnel were slightly more confident ($M = 52.3, 51.0$) than ARSOF personnel ($M = 47.8$) in their ability to use military terminology. SF RC personnel reported higher levels of confidence than SF AC personnel in their ability to satisfy minimum courtesy requirements ($M = 71.9, 67.5$) and participate in informal conversations ($M = 59.4, 52.3$).

Civil Affairs Findings

CA AC personnel reported higher levels of confidence than ARSOF personnel for all three aspects of proficiency, while CA RC personnel reported lower levels of confidence than ARSOF personnel. CA RC personnel ($M = 40.3$) felt less confident in their ability to use military terminology than CA AC personnel ($M = 51.9$). CA RC personnel also felt less confident in their ability to satisfy minimum courtesy requirements ($M = 63.6, 73.1$) and in their ability to participate in informal conversations ($M = 47.2, 55.8$).

Psychological Operations Findings

PSYOP AC and PSYOP RC personnel reported lower levels confidence concerning their ability to use military terminology ($M = 42.1, 40.2$), satisfy courtesy requirements ($M = 67.6, 63.0$), and participate in informal conversations ($M = 49.4, 45.5$). These findings suggest that PSYOP personnel have the lowest levels of confidence regarding their language proficiency.

Reserve Component Findings

ARSOF AC personnel reported similar levels of confidence ($M = 52.7, 69.9, 55.3$) when compared with ARSOF RC personnel ($M = 47.0, 67.7, 54.7$) for all language-related tasks assessed in this section.

Table 4.1 Beliefs about Proficiency in Required AOR Language

	<i>Army Overall</i>	<i>ARSOF Overall¹¹⁸</i>	<i>ARSOF Personnel</i>	<i>Non-SOF Linguist¹¹⁹</i>	<i>Non-SOF Other¹²⁰</i>	<i>SF AC</i>	<i>SF RC</i>	<i>CA AC</i>	<i>CA RC</i>	<i>PSYOP AC</i>	<i>PSYOP RC</i>	<i>ARSOF Other</i>
[Mean values on 100-point scale] ¹²¹												
I feel confident in my ability to use military terminology in the language required by my AOR assignment.	60.0	50.3	47.8	71.1	61.5	52.3	51.0	51.9	40.3	42.1	40.2	58.8
I feel confident in my ability to satisfy minimum courtesy requirements and maintain very simple face-to-face conversations on familiar topics in my required AOR language	76.7	68.9	67.6	85.7	77.2	67.5	71.9	73.1	63.6	67.6	63.0	73.6
I feel confident in my ability to participate in informal conversations on practical, social, and professional topics in my required AOR language.	66.1	55.0	51.9	77.4	71.0	52.3	59.4	55.8	47.2	49.4	45.5	65.4

¹¹⁸ ARSOF Overall includes ARSOF personnel, MI assigned to SOF units, and SOF support staff.¹¹⁹ Non-SOF Linguists are non-SOF MI, FAO, or other non-SOF language-coded positions¹²⁰ This category contains respondents who were non-SOF affiliated and in non-language-coded positions¹²¹ All figures in the tables are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

Table 4.2 Beliefs about AOR Language Proficiency for Selected Demographic Groups for Army Overall

	<i>Language Type</i>		<i>Component</i>		<i>Tenure (yrs)¹²² [ARSOF Only]</i>			
	<i>CAT I/II</i>	<i>CAT III/IV¹²³</i>	<i>Active</i>	<i>Reserve</i>	<i>0-4</i>	<i>5-8</i>	<i>9-16</i>	<i>17+</i>
	[Mean values on 100-point scale]¹²⁴							
I feel confident in my ability to use military terminology in the language required by my AOR assignment.	69.0	59.3	52.7	47.0	45.9	52.3	50.3	49.6
I feel confident in my ability to satisfy minimum courtesy requirements and maintain very simple face-to-face conversations on familiar topics in my required AOR language	84.6	79.1	69.9	67.7	67.1	71.3	69.3	68.7
I feel confident in my ability to participate in informal conversations on practical, social, and professional topics in my required AOR language.	76.4	64.7	55.3	54.7	53.4	54.0	54.9	58.0

¹²² Respondents were asked to indicate the total number of years of service they had in SOF. Only SOF respondents were included in this category.

¹²³ Only respondents who indicated their required AOR language were included in these categories. CAT I/II languages include Romance languages, German, and Indonesian. CAT III/IV languages include Japanese, Arabic, Urdu, and Chinese-Mandarin.

¹²⁴ All figures in the tables are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

SECTION 5: OFFICIAL LANGUAGE TESTING

Introduction

This section contained questions related to the respondent's experience with official language testing. Items in this section inquired about their perceptions of two official language tests, the Defense Language Proficiency Test (DLPT) and the Defense Language Institute Oral Proficiency Interview (DLI OPI). Issues that were covered included the general attitudes toward language testing and an evaluation of the DLPT's relatedness to required job skills. For the complete list of items and associated findings for Army respondents overall to this section, please see Appendix A, Tables A28-A32. For information about ARSOF personnel, see Appendix C, Tables C28-C32. For further information about relevant subgroups, please see Appendices B-R.

Respondents

Five-hundred seventy-five people indicated that they had taken the DLPT in the past four years and, therefore, received this section. Two-hundred thirty-two were classified as ARSOF personnel, while 59 were categorized as ARSOF other. ARSOF personnel include individuals categorized as Special Forces (SF), Civil Affairs (CA), and Psychological Operations (PSYOP). ARSOF other includes those categorized as SOF support, MI Soldiers assigned to a SOF unit, and SOF other.

Summary/Abstract

Opinions regarding the DLPT varied. While some disagreement existed concerning the DLPT's relatedness to mission performance, personnel reported that they were motivated to do well on the test. Opinions regarding the DLI OPI were more positive than the DLPT. RC personnel tended to have more positive opinions of the DLPT than AC personnel, although both AC and RC personnel felt it was important to do well. No clear group differences existed between SF, CA, and PSYOP personnel concerning DLPT effectiveness, although RC personnel responded more favorably than AC personnel regarding the DLPT's effectiveness. Open-ended comments showed that RC personnel have difficulty gaining access to DLPT administrations.

Findings

Overall Findings

As indicated in Table 5.1, ARSOF personnel disagreed that the content of the DLPT is clearly related to what they do on deployment ($M = 35.6$) and disagreed that their DLPT scores accurately reflect their ability to use language in the field ($M = 42.6$). However, they slightly agreed that personnel who perform well on the DLPT are more likely to successfully use language in the field ($M = 57.3$).

Regarding attitudes toward the DLPT which are presented in Table 5.2, ARSOF personnel strongly disagreed that they marked the same answer for every question on the DLPT to get it over quickly ($M = 13.3$). ARSOF personnel also disagreed that they have memorized the answers to the DLPT since it never changes ($M = 15.6$). ARSOF personnel indicated that they

did not believe that high DLPT scores will lead their chain of command to take unfair advantage of them ($M = 31.6$). However, ARSOF personnel indicated that the DLI OPI is more related to mission performance than the DLPT ($M = 63.4$).

Special Forces Findings

SF personnel responded very similarly to ARSOF personnel regarding the DLPT's relatedness to the use of language while deployed, although SF RC personnel indicated somewhat more favorable (although still unfavorable) opinions of the DLPT than SF AC personnel (See Table 5.1). For example, SF RC personnel agreed more strongly that personnel who perform well on the DLPT are more likely to use language in the field ($M = 63.3$) than SF AC personnel ($M = 53.2$) who responded more neutrally. However, both SF AC and SF RC personnel disagreed that the content of the DLPT is clearly related to what they do on deployment ($M = 31.3, 41.4$) and disagreed that their DLPT scores accurately reflect their ability to use language on the job ($M = 38.6, 43.0$).

SF AC and SF RC personnel indicated similar toward the DLPT and the DLI OPI (see Table 5.2). Both SF AC and SF RC personnel indicated that they did not mark the same answer on the DLPT to get it over with quickly ($M = 18.5, 5.7$) and that they did not memorize answers to the DLPT ($M = 16.8, 10.0$). Although both SF AC and SF RC personnel agreed that the DLI OPI was more related to mission performance than the DLPT ($M = 59.3, 71.6$), SF RC personnel agreed somewhat more strongly.

Civil Affairs Findings

There were a few important differences between CA AC and CA RC personnel in terms of attitudes toward the DLPT as it relates to the use of language while deployed. CA RC personnel moderately agreed that the content of the DLPT is clearly related to what is done on deployment ($M = 53.2$), while the other SOF personnel groups, including CA AC personnel ($M = 27.8$) disagreed. CA RC personnel also moderately agreed ($M = 59.7$) that DLPT scores accurately reflect their ability to use language while on the job, while CA AC personnel disagreed ($M = 42.5$). Both CA AC and CA RC personnel agreed that personnel who perform well on the DLPT are more likely to use language successfully in the field ($M = 60.0, 69.4$).

CA AC and CA RC personnel reported that they did not mark the same answer for every question on the DLPT in order to get it over with quickly ($M = 7.5, 9.5$) and also strongly disagreed that they had memorized DLPT answers ($M = 12.5, 14.2$). CA AC and CA RC personnel both agreed that the DLI OPI is more related to mission performance than the DLPT ($M = 70.9, 68.8$).

Psychological Operations Findings

PSYOP personnel responded very consistently with ARSOF personnel regarding the DLPT's relatedness to language use on deployment. Both PSYOP AC and PSYOP RC personnel disagreed that the DLPT is clearly related to how they use language on deployment ($M = 35.1, 20.8$), although PSYOP RC personnel disagreed more strongly. Both groups moderately agreed that the personnel who perform well on the DLPT are more likely to successfully use language in the field ($M = 54.6, 51.9$). However, while PSYOP AC personnel disagreed that

DLPT scores accurately reflect their ability to use language while on the job ($M = 35.8$), PSYOP RC personnel moderately agreed ($M = 53.9$)

PSYOP personnel indicated similar attitudes toward the DLPT when compared with ARSOF personnel overall. Like the other SOF personnel subgroups, PSYOP AC and PSYOP RC personnel reported that they did not mark the same answer for every question on the DLPT in order to get it over with quickly ($M = 12.2, 7.7$) and also strongly disagreed that they had memorized DLPT answers ($M = 20.0, 12.5$). PSYOP AC and PSYOP RC personnel also agreed that the DLI OPI is more related to mission performance than the DLPT ($M = 63.6, 60.0$).

Reserve Component Findings

There was no common trend that arose when comparing responses from AC personnel and RC personnel. There were some differences reported by AC personnel and RC personnel regarding the relatedness of the DLPT to required job skills. While AC personnel disagreed ($M = 38.1$) that their DLPT scores accurately reflect their ability to use language while on the job, RC personnel expressed a more neutral attitude ($M = 51.6$). AC and RC personnel reported similar attitudes toward the DLPT and the DLI OPI, which were consistent with findings from ARSOF personnel overall.

Table 5.1 Relatedness of DLPT to Required Job Skills

<i>Army Overall</i>	<i>ARSOF Overall¹²⁵</i>	<i>ARSOF Personnel</i>	<i>Non-SOF Linguist¹²⁶</i>	<i>Non-SOF Other¹²⁷</i>	<i>SF AC</i>	<i>SF RC</i>	<i>CA AC</i>	<i>CA RC</i>	<i>PSYOP AC</i>	<i>PSYOP RC</i>	<i>SOF MI</i>	<i>SOF Other</i>
[Mean values on 100-point scale] ¹²⁸												
The content of the DLPT is clearly related to what I do during deployment. 35.7	34.3	35.6	36.7	37.3	31.3	41.4	27.8	53.2	35.1	20.8	27.4	35.7
My DLPT scores accurately reflect my ability to use language while on the job. 48.3	41.7	42.6	53.4	55.4	38.6	43.0	42.5	59.7	35.8	53.9	37.5	48.3
Operators who perform well on the DLPT are more likely to successfully use language in the field. 56.6	55.7	57.3	55.4	57.5	53.2	63.3	60.0	69.4	54.6	51.9	48.3	56.6

¹²⁵ ARSOF Overall contains ARSOF personnel, MI assigned to SOF units, and SOF support staff.

¹²⁶ Non-SOF Linguists are non-SOF MI, FAO, or other non-SOF language-coded positions

¹²⁷ This category contains respondents who were non-SOF affiliated and in non-language-coded positions

¹²⁸ All figures in the tables are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see

INTERPRETING THE RESULTS.

† A high value for these items indicates a more negative attitude, while a low value for these items indicates a more positive attitude towards the DLPT.

* This data is based on fewer than five responses.

Table 5.2 Attitudes toward the DLPT

<i>Army Overall</i>	<i>ARSOF Overall¹²⁹</i>	<i>ARSOF Personnel</i>	<i>Non-SOF Linguist¹³⁰</i>	<i>Non-SOF Other¹³¹</i>	<i>SF AC</i>	<i>SF RC</i>	<i>CA AC</i>	<i>CA RC</i>	<i>PSYOP AC</i>	<i>PSYOP RC</i>	<i>SOF MI</i>	<i>SOF Other</i>
[Mean values on 100-point scale] ¹³²												
If my score on the DLPT is too high, my chain of command will take unfair advantage of me. 32.1	32.0	31.6	33.3	32.2	31.7	35.9	25.0	26.0	33.1	31.3	37.5	33.8
I marked the same answer for every question on the DLPT to get it over with quickly. 8.5	12.0	13.3	5.1	4.8	18.5	5.7	7.5	9.5	12.2	7.7	5.7	6.1
I have memorized the answers to the DLPT since it never changes. 16.6	16.9	15.6	18.1	16.3	16.8	10.0	12.5	14.2	20.0	12.5	23.3	22.2
The OPI (<i>Oral Proficiency Interview</i>) is more related to mission performance than the DLPT. 56.0	60.3	63.4	56.1	57.5	59.3	71.6	70.9	68.8	63.6	60.0	48.0	48.8

¹²⁹ ARSOF Overall contains ARSOF personnel, MI assigned to SOF units, and SOF support staff.¹³⁰ Non-SOF Linguists are non-SOF MI, FAO, or other non-SOF language-coded positions¹³¹ This category contains respondents who were non-SOF affiliated and in non-language-coded positions¹³² All figures in the tables are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

* This data is based on fewer than five responses.

SECTION 6: FOREIGN LANGUAGE PROFICIENCY PAY

Introduction

Respondents were asked about their attitudes towards Foreign Language Proficiency Pay (FLPP). The section presents information regarding FLPP procedures, as well as the motivating effect of FLPP. For the complete list of items and associated findings for Army respondents overall to this section see Appendix A, Tables A33-35. For information about ARSOF personnel, see Appendix C, Tables C33-C35. For further information about relevant subgroups, please see Appendices B-R.

Respondents

All respondents received this set of questions regardless of whether or not they indicated currently receiving FLPP. A total of 794 participants responded to this section. Three-hundred fifty-one respondents were classified as ARSOF personnel, while 78 were categorized as ARSOF other. ARSOF personnel included Special Forces (SF), Civil Affairs (CA), and Psychological Operations (PSYOP). ARSOF other includes individuals categorized as SOF support, MI Soldiers assigned to a SOF unit, and SOF other.

Summary/Abstract

Findings in this section suggested that the FLPP program is only moderately successful in motivating and rewarding ARSOF personnel. Among those who received it, FLPP was rated as motivating for the maintenance and acquisition of language, but was not considered an accurate reflection of the effort required. Most personnel responded neutrally when asked about the fairness and straightforwardness of FLPP procedures. In general, FLPP was rated as more motivating by AC personnel than by RC personnel. FLPP was also rated as far less effective for those who were assigned to CAT III/IV languages than for those who were assigned to CAT I/II languages. Open-ended responses suggested that this could be due in part to the difficulty of reaching enough proficiency in a CAT III/IV language to qualify for FLPP. Factors that were indicated as being able to improve the motivation of FLPP were increasing the amount and providing more training for language. Open-ended responses confirmed this finding, and also indicated that providing more training for language was seen as more motivating than increasing the amount. ARSOF RC personnel evaluated FLPP more negatively than AC personnel. The open-ended comments in this section suggested that this is due in large part to the prorating of FLPP pay based on the number of days of active duty. Additionally, RC personnel have difficulty obtaining enough training to increase their proficiency to the required level.

Findings

Overall Findings

Table 6.1 contains responses regarding attitudes towards FLPP according to whether or not the respondent currently receives FLPP. ARSOF personnel who currently receive FLPP agreed that FLPP motivates them to acquire a new language during their personal time ($M = 77.7$) and also agreed that FLPP motivates them to maintain language proficiency during personal time ($M = 80.9$). ARSOF personnel who reported that they did not currently receive

FLPP disagreed that FLPP was motivating for the acquisition or the maintenance of language ($M = 46.3, 46.3$). ARSOF personnel who indicated currently receiving FLPP agreed that FLPP procedures are fair ($M = 61.1$) and straight-forward ($M = 61.9$) while those who indicated not receiving FLPP disagreed ($M = 41.1, 46.6$). Regardless of whether or not they currently receive FLPP, ARSOF personnel disagreed that FLPP reflects one's effort in language training ($M = 45.6, 33.2$).

ARSOF other respondents indicated attitudes toward FLPP that are similar to ARSOF personnel attitudes. However, regardless of whether or not they currently receive FLPP, ARSOF other respondents agreed that FLPP was motivating for the acquisition ($M = 61.3, 66.5$) and the maintenance of language ($M = 65.6, 69.9$). The same pattern was observed for non-SOF linguists and non-SOF other respondents.

Respondents were asked to indicate potential ways to increase the motivating effect of FLPP. Respondents were presented with seven potential changes to the FLPP system and asked to select all of the ways that they believed FLPP could be made more motivating (see Table 6.2). Increasing the amount of FLPP was the chosen the most frequently by ARSOF personnel (67.3%), non-SOF linguists (69.8%), and non-SOF other respondents (56.9%). The largest percentage of ARSOF other respondents (45.7%) indicated that FLPP would be more motivating if the unit would provide more resources for language training. 60.9% of ARSOF personnel indicated that FLPP would be more motivating if the unit would provide more time for language training and 56.6% indicated that FLPP would be more motivating if the unit would provide more training resources.

Table 6.3 presents ARSOF respondents' attitudes toward FLPP analyzed according to the difficulty of the respondents' official or required language. Respondents assigned to a CAT I/II language indicated that FLPP was more motivating for the acquisition and maintenance of language and also indicated that the procedures for assigning FLPP were fairer and more straight-forward than those assigned to CAT III/IV languages. Among those respondents who currently receive FLPP, those assigned to a CAT I/II language strongly agreed that FLPP motivates them to acquire a new language during personal time ($M = 79.1$) and motivates them to maintain current language skills during personal time ($M = 83.0$), while those assigned to CAT III/IV languages agreed somewhat less ($M = 61.5, 64.2$). Although the level of agreement was lower, the same pattern was observed for those who do not currently receive FLPP.

Among those who currently receive FLPP, those assigned to a CAT I/II language agreed, while those who are assigned to a CAT III/IV language disagreed, that the procedures for allocating FLPP are fair ($M = 67.6, 49.3$) and straight-forward ($M = 65.9, 47.2$). As shown in Table 6.4, regardless of the level of language difficulty, the findings regarding making FLPP more motivating were consistent. The largest percentage of those assigned to a CAT I/II language and those assigned to a CAT III/IV language indicated that FLPP would be more motivating if amounts were increased (74.3%, 66.7%). The next most frequent responses were if 'the unit would provide more time for training' (CAT I/II: 61.1%; CAT III/IV: 62.5%) and if 'the unit would provide more training resources' (CAT I/II: 56.6%; CAT III/IV: 60.7%).

Respondents were given the opportunity to provide comments related to making FLPP more motivating. These comments can be found in Table 6.5. Interestingly, the most common response was not to increase pay, but to provide additional resources for training so

improving proficiency would become possible. Other common suggestions included amending the pay structure to better reflect the effort required to acquire language skills, and to make the pay scale more equitable for all personnel.

Special Forces Findings

SF AC personnel responded similarly to ARSOF personnel regarding attitudes toward FLPP. Both SF AC and SF RC personnel who currently receive FLPP indicated that FLPP motivates them to acquire new language ($M = 76.4, 100.0$) and maintain language ($M = 79.2, 100.0$), while those SF AC and SF RC personnel who do not currently receive FLPP disagreed or indicated a neutral attitude regarding FLPP's value as a motivator for the acquisition ($M = 41.6, 50.0$) or maintenance of language ($M = 37.5, 50.0$). Both SF AC and SF RC personnel who currently receive FLPP somewhat agreed that the procedures for assigning FLPP are fair ($M = 61.1, 62.5$) and straight-forward ($M = 67.4, 50.0$), while those SF AC and SF RC personnel who do not currently receive FLPP indicated that the procedures for assigning FLPP are not fair ($M = 40.4, 43.5$). However, SF AC personnel who do not receive FLPP slightly agreed that the procedures for assigning FLPP are straightforward ($M = 54.2$), while SF RC personnel disagreed ($M = 42.5$). SF AC and SF RC personnel who currently receive FLPP responded neutrally ($M = 50.7, 50.0$), which is higher than the other SOF personnel subgroups, that the amount of FLPP they receive reflects the effort they have put into learning a language.

Both SF AC and SF RC personnel indicated attitudes consistent with ARSOF personnel regarding potential ways to make FLPP more motivating. The largest percentage of SF AC (70.0%) and SF RC (70.8%) personnel indicated that FLPP would be more motivating if the amounts were increased. 60.0% of SF AC personnel indicated that FLPP would be more motivating if the unit would provide more time for training, 48.3% of SF AC personnel that FLPP would be more motivating if it was paid for lower proficiency levels, and 45.0% indicated that FLPP would be more motivating if it was given for speaking proficiency. 66.7% of SF RC personnel indicated that FLPP would be more motivating if the unit would provide more training resources and 62.5% indicated that FLPP would be more motivating if the unit would provide more time for training.

Civil Affairs Findings

The responses for CA AC and CA RC personnel who currently receive FLPP should be interpreted with caution since there were fewer than five respondents these groups. However, the findings for CA AC and CA RC personnel who do not currently receive FLPP are somewhat consistent with findings for ARSOF personnel overall. CA RC personnel who do not receive FLPP indicated that FLPP was not motivating for the acquisition ($M = 45.6$) or maintenance ($M = 48.4$) of language and also disagreed that procedures for assigning FLPP were fair ($M = 32.0$) or straightforward ($M = 34.1$). CA AC personnel who do not currently receive FLPP responded somewhat differently regarding the motivating effect of FLPP and the procedures for assigning FLPP. This group agreed that FLPP motivates them to acquire a new language on their own time ($M = 67.9$), agreed that FLPP motivates them to maintain language on their own time ($M = 60.7$), and responded neutrally regarding the fairness of procedures for assigning FLPP ($M = 50.0$).

CA AC personnel indicated two options with equally frequency when indicating potential ways to increase the motivating effect of FLPP. 64.3% of CA AC personnel indicated that FLPP would be more motivating if the amounts were increased and if they had been trained

to a higher level during initial acquisition language training. 57.1% of CA AC personnel indicated that FLPP would be more motivating if it was given for speaking proficiency, if the unit would provide more training resources, and if the unit would provide more time for training. The majority of CA RC personnel (71.7%) indicated that FLPP would be more motivating if the unit would provide more training resources, which differed from the option chosen the most frequently by the other groups. However, 63.0% of CA RC personnel indicated that FLPP would be more motivating if the amounts were increased and 60.9% indicated that FLPP would be more motivating if the unit would provide more time for training.

Psychological Operations Findings

PSYOP AC personnel who indicated currently receiving FLPP and those who do not currently receive FLPP responded similarly when compared with ARSOF personnel regarding attitudes toward FLPP. PSYOP AC personnel who currently receive FLPP indicated that FLPP motivates them to acquire new language ($M = 72.7$) and maintain language ($M = 81.8$). PSYOP AC personnel who do not currently receive FLPP slightly disagreed that FLPP is motivating for acquiring a new language ($M = 47.0$), but slightly agreed that FLPP is motivating for maintaining language ($M = 56.3$). Due to the fact that there were fewer than five PSYOP RC respondents who currently receive FLPP, the results for this group should be interpreted with caution. PSYOP RC personnel who do not currently receive FLPP slightly agreed that FLPP is motivating for the acquisition ($M = 51.6$) and maintenance of language ($M = 57.8$). PSYOP AC personnel, regardless of FLPP status, agreed at varying levels that the procedures for assigning FLPP are fair ($M = 70.0, 54.2$) and straight-forward ($M = 52.3, 56.0$), while those PSYOP RC personnel who do not currently receive FLPP indicated that the procedures for assigning FLPP are not fair ($M = 33.3$) or straight-forward ($M = 32.1$).

The largest percentage of PSYOP AC personnel (64.4%) indicated that FLPP would be more motivating if the amounts were increased. In addition, 62.2% of PSYOP AC personnel indicated that FLPP would be more motivating if the unit would provide more training resources and if they had been trained to a higher level during initial acquisition, while 60.0% indicated that FLPP would be more motivating if the unit would provide more time for training. The largest percentage of PSYOP RC personnel (70.8%) indicated that FLPP would be more motivating if the unit would provide more training resources. In addition, 66.7% of PSYOP RC personnel indicated that FLPP would be more motivating if the unit would provide more time for training and 62.5% indicated that FLPP would be more motivating if the amounts were increased.

Reserve Component Findings

Regarding their attitudes towards FLPP, SF RC, CA RC, and PSYOP RC personnel differed little. All three groups placed an emphasis on increasing the amounts of FLPP, and increasing training time and resources to motivate one to receive FLPP. A somewhat larger percentage of SF RC, CA RC, and PSYOP RC personnel (66.7%, 71.7%, and 70.8%) indicated that FLPP would be more motivating if the unit would provide more time for language training than their AC counterparts (41.7%, 57.1%, and 62.2%).

Table 6.1 Attitudes toward Foreign Language Proficiency Pay for Those Who Receive and Do Not Receive FLPP

	<i>ARSOF Overall</i>		<i>ARSOF Personnel</i>		<i>ARSOF Other</i> ¹³³		<i>Non-SOF Linguist</i> ¹³⁴		<i>Non-SOF Other</i> ¹³⁵	
	[Mean values on 100-point scale] ¹³⁶									
Receives FLPP? ¹³⁷	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>
Motivates to acquire new language	72.4	49.7	77.7	46.3	61.3	66.5	57.2	60.1	78.8	75.0
Motivates to maintain language	75.8	50.2	80.9	46.3	65.6	69.9	71.1	61.0	80.4	65.0
Procedures are fair	59.4	40.6	61.1	41.1	55.8	38.2	56.5	39.3	58.1	41.1
Procedures are straight-forward	58.0	45.5	61.9	46.6	50.0	40.4	57.0	42.5	64.3	44.1
Reflects effort	45.0	34.5	45.6	33.2	43.6	41.2	38.9	37.3	50.0	48.2

	<i>SF AC</i>		<i>SF RC</i>		<i>CA AC</i>		<i>CA RC</i>		<i>PSYOP AC</i>		<i>PSYOP RC</i>		<i>SOF MI</i>	
	[Mean values on 100-point scale]													
Receives FLPP?	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>	<i>Yes</i>	<i>No</i>
Motivates to acquire new language	76.4	41.6	100	50.0	83.3*	67.9	62.5*	45.6	72.7	47.0	81.3*	51.6	62.1	56.8
Motivates to maintain language	79.2	37.5	100	50.0	91.7*	60.7	62.5*	48.4	81.8	56.3	75.0*	57.8	66.7	60.7
Procedures are fair	61.1	40.4	62.5	43.5	58.3*	50.0	50.0*	32.0	70.0	54.2	50.0*	33.3	55.4	24.0
Procedures are straight-forward	67.4	54.2	50.0	42.5	83.3*	40.6	43.8*	34.1	52.3	56.0	58.3*	32.1	48.3	23.9
Reflects effort	50.7	31.3	50.0	32.8	50.0*	33.3	37.5*	34.7	37.5	40.2	18.8*	28.3	43.1	29.5

¹³³ This category consists of SOF support, MI in SOF units, and other SOF respondents.¹³⁴ Non-SOF Linguists are non-SOF MI, FAO, or other non-SOF language-coded positions¹³⁵ This category contains respondents who were non-SOF affiliated and in non-language-coded positions¹³⁶ All figures in the tables are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.¹³⁷ Respondents were asked if they currently received FLPP. "Yes" responses were analyzed separately from "No" responses to provide contrast.

† A high value for these items indicates a more negative attitude, while a low value for these items indicates a more positive attitude towards the DLPT.

* This data is based on fewer than five responses.

Table 6.2 Potential Ways to Increase the Motivating Effect of FLPP

<i>FLPP would be more motivating if...</i> ¹³⁸	<i>ARSOF Overall</i>	<i>ARSOF Personnel</i>	<i>ARSOF Other</i> ¹³⁹	<i>Non-SOF Linguist</i> ¹⁴⁰	<i>Non-SOF Other</i> ¹⁴¹	<i>SF AC</i>	<i>SF RC</i>	<i>CA AC</i>	<i>CA RC</i>	<i>PSYOP AC</i>	<i>PSYOP RC</i>	<i>SOF MI</i>
	% ¹⁴²											
Amounts were increased	66.5	67.3	34.3	69.8	56.9	70.0	70.8	64.3	63.0	64.4	62.5	82.1
It was paid for lower proficiency levels	39.7	44.8	17.1	19.4	23.6	48.3	43.8	42.9	32.6	51.1	41.7	26.8
It was paid once per year as a bonus	10.8	9.8	11.4	16.0	18.1	7.5	14.6	-	10.9	11.1	12.5	16.1
We could get FLPP for speaking proficiency	45.6	48.5	22.9	55.4	56.3	45.0	56.3	57.1	50.0	44.4	50.0	44.6
The Unit would provide more resources for language training	56.2	56.6	45.7	53.2	56.3	41.7	66.7	57.1	71.7	62.2	70.8	60.7
The Unit would provide more time for language training	58.5	60.9	28.6	52.9	42.4	60.0	62.5	57.1	60.9	60.0	66.7	64.3
I had been trained to a higher level during initial acquisition.	43.0	46.8	20.0	23.7	19.4	42.5	52.1	64.3	34.8	62.2	41.7	37.5

¹³⁸ Respondents were instructed to check all options that applied. This chart shows the percentage of respondents who selected each option. Since respondents could check all options that applied, the number of total responses is higher than the number of individuals who responded.

¹³⁹ This category consists of SOF support, MI in SOF units, and other SOF non-operators.

¹⁴⁰ Non-SOF Linguists are non-SOF MI, FAO, or other non-SOF language-coded positions

¹⁴¹ This category contains respondents who were non-SOF affiliated and in non-language-coded positions

¹⁴² All numbers in this table are represented as percentages.

Table 6.3 Attitudes toward Foreign Language Proficiency Pay by Required AOR Language Difficulty

	ARSOF Overall		CAT I/II ¹⁴³ Language		CAT III/IV Language	
			[Mean values on 100-point scale] ¹⁴⁴			
Receives FLPP? ¹⁴⁵	Yes	No	Yes	No	Yes	No
FLPP motivates me to acquire a new language during personal time.	72.4	49.7	79.1	54.5	61.5	44.0
FLPP motivates me to maintain my current level of language skills during personal time	75.8	50.2	83.0	54.6	64.2	44.8
Procedures for allocating FLPP are fair.	59.4	40.6	67.6	45.6	49.3	36.4
Procedures for allocating FLPP are straight-forward and simple.	58.0	45.5	65.9	48.7	47.2	43.9
I believe the amount of FLPP I receive reflects the effort I have put into learning a language.	45.0	34.5	50.9	37.8	34.0	31.5

¹⁴³ CAT I and II languages include Romance languages, German, and Indonesian. CAT III and IV languages include Japanese, Arabic, and Mandarin-Chinese.

¹⁴⁴ All figures in the tables are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

¹⁴⁵ Respondents were asked if they currently received FLPP. “Yes” responses were analyzed separately from “No” responses to provide contrast.

Table 6.4 Potential Ways to Increase the Motivating Effect of FLPP for Varying Levels of Language Difficulty

	<i>ARSOF Overall</i>	<i>CAT I/II</i> % ¹⁴⁷	<i>CAT III/IV</i>
<i>FLPP would be more motivating if...</i> ¹⁴⁶			
Amounts were increased	66.5	74.3	66.7
It was paid for lower proficiency levels	39.7	42.3	42.3
It was paid once per year as a bonus	10.8	10.9	11.9
It was given for speaking proficiency	45.6	44.6	51.2
The Unit would provide more training resources	56.2	56.6	60.7
The Unit would provide more time for training	58.5	61.1	62.5
I had been trained to a higher level	43.0	42.3	47.0

¹⁴⁶ Respondents were asked to check all options that applied. This display shows the number of times that each option was selected.¹⁴⁷ All numbers in this table are represented as percentages.

Table 6.5 Open-Ended responses regarding making FLPP a more effective tool

What one thing would you change to make FLPP a more effective tool for promoting the maintenance and enhancement of language skill?		
Category of Response	Example Response ¹⁴⁸	Frequency
Provide more study resources and training opportunities	<p>"I've been told by numerous supervisors that 'FLPP is to be used for purchasing your own study materials- we can't afford any'. That needs to stop."</p> <p>"Language 'maintenance' is a misnomer. Language skill either improves or degrades based on the quality and quantity of training and practice. The one thing I would change is simply to increase training/practice..."</p>	91
Pay more	<p>"Increase amounts dramatically. Amount of work required to maintain or increase proficiency is HUGE, especially when you account for effort required in a SOF assignment. \$500/month would make me make time, which makes sense..."</p> <p>"Make FLPP rates comparable to civilian counterparts".</p>	77
Simplify or improve administrative procedures	<p>"I have worked with and met more soldiers who had to fight for their FLPP when they met all the requirements. It's a headache to keep up with the paperwork and get your money even if your proficiency never falls."</p> <p>"Better advertise FLPP for non-career linguists. There are many closet speakers who do not know or understand the benefits of the program."</p>	63
Pay for lower level of proficiency	<p>"Pay for lower proficiency. Give something for trying. Pay at 0+ and higher If I got something I would keep trying to get more and a higher rating".</p> <p>"Give every SF guy FLPP, and the better he does, the more money he gets".</p> <p>"Pay at Level 1".</p> <p>"I suggest that all linguists receive basic minimal FLPP because it's part of the soldier's MOS. As each soldier improves in DLPT scores, the FLPP should directly increase."</p>	57
Make speaking the focus (less emphasis on DLPT)	<p>"The problem is that the DLPT is not always reflective of actual language skill requirements".</p> <p>"I would require a speaking proficiency exam and award higher amounts of FLPP based on the results. Civilian interpreters get paid well and better proficiency by operators would save a lot of money used on interpreters".</p> <p>"Use the OPI as part of the payment. Many soldiers can read and listen well enough to guess but speak very poorly".</p>	53
Make pay scale more equitable (same for reserve/active, increase pay with tenure)	<p>"Not pro-rating FLPP for reservists; ie reservists are required to maintain the same proficiency as active duty, but are paid on average 4/30ths of the awarded FLPP".</p> <p>"Pay NG soldiers equivalent FLPP as their AC counterparts not prorated for the number of days drilled. Same study time and effort should yield like compensation."</p> <p>"Full FLPP needs to be authorized for RC. ...\$20/month does not motivate anyone to maintain proficiency".</p>	47

¹⁴⁸ These comments are transcribed directly from the survey responses. No changes in grammar in content were made, except where noted.

Table 6.5 Open-Ended responses regarding making FLPP a more effective tool (cont.)

What one thing would you change to make FLPP a more effective tool for promoting the maintenance and enhancement of language skill? (continued)		
Category of Response	Example Responses ¹⁴⁹	Frequency
Pay all linguists/ increase number of positions that are language-coded	<p>“Make it available to all soldiers who can demonstrate proficiency. We are constantly deploying to certain areas of the world yet we have very few soldiers who can speak the language and we rely heavily on translators”.</p> <p>“I was deployed to one of our combat AOs and although I was called upon to use my language skills, I could not receive any FLPP since I was not CA qualified. Soldiers that deploy with SOF units, even if non-SOF, should be afforded equal opportunity to receive FLPP.”</p>	36
Pay for all languages	<p>“FLPP does not help linguists that maintain proficiency in languages that do not have a DLPT. I speak Pashto and can only take an OPI. If we teach a language there needs to be a DLPT for it so that we can receive FLPP”.</p> <p>“Give linguists the same FLPP level for additional languages if they score high. For example: primary language score is 2+, 3 you get \$150. Secondary language is 3,3 you get \$50. It should be the same amount for secondary language”.</p>	27
Pay more for harder languages/ Pay at lower proficiency level for harder languages	<p>“Increase the amount for CAT IV languages to accurately reflect the difficulty of learning and maintaining the languages. 6 months of Spanish and a soldier will easily surpass the proficiency acquired after 14 months of Arabic or Chinese”</p> <p>“Lower the DLPT score needed for FLPP at least for CAT IV languages. Working on Korean had jeopardized my FLPP for Russian”.</p>	22
Command emphasis on language proficiency	<p>“Educating the chain of command and the NCO support group about the importance of language skills and requesting that they encourage their soldiers to maintain/develop foreign language skills”.</p> <p>“Promote benefits of language courses”</p> <p>“More emphasis on language ability and training at acquisition and during IET is necessary”.</p>	16
Opportunity to use skills	<p>“Give soldiers the opportunity to use language on a more regular and practical basis”</p> <p>“Assist soldiers to get deployed in areas where known language can be used for mission purpose”</p> <p>“Assign people to AORs where their language skills must be used”</p>	13

¹⁴⁹ These comments are transcribed directly from the survey responses. No changes in grammar in content were made, except where noted.

SECTION 7: LANGUAGE TRAINING

Introduction

In this section, respondents were asked questions about multiple training experiences and their general attitudes toward training. In order to decrease the number of questions that each respondent was asked in this section, two important branching questions occurred initially. Respondents were asked to indicate the military-provided training for their current official or required language that they received in the past four years. The options were initial acquisition language training, sustainment/enhancement language training, both, or neither. Subsequently, respondents were asked if they had ever participated in military-provided immersion training. Only those respondents who indicated receiving initial acquisition language training in the past four years, either alone or in combination with sustainment/enhancement training, received questions about their experiences with initial acquisition language training. The same rule applied to sustainment/enhancement language training and immersion training. Therefore, the first three subsections of this section of the report (Initial Acquisition Language Training, Sustainment/Enhancement Language Training, and Immersion Training) were only answered by respondents who indicated having experiences with these types of training. The remaining subsection of the report, General Attitudes toward Training, was answered by all respondents regardless of their specific experiences. This included questions about use of training on deployment and attitudes toward immersion training. For the complete list of items and associated findings for Army respondents overall to this section see Appendix A, Tables A36-50. For information about ARSOF personnel, see Appendix C, Tables C36-C50. For further information about relevant subgroups, please see Appendices B-R.

Respondents

A total of 51.2% of Army survey respondents indicated that they had received language training paid for and/or sponsored by the military or government during their military career. Only 37.4% of Army respondents indicated that they had received military-provided training in their current official or required language in the past four years. Of these respondents, 13.8% of Army respondents indicated that they had received initial acquisition language training, 12.2% indicated that they had received sustainment/enhancement language training, and 11.4% indicated they had received both types of training in the past four years (See Appendix A, Table A36). Only 18.1% of Army respondents indicated that they had participated in military-provided immersion training.

A total of 65.7% of ARSOF personnel indicated that they had received language training paid for and/or sponsored by the military or government during their military career. 51% of ARSOF personnel who responded to the survey indicated that they had received military-provided training in their current official or required language in the past four years (See Appendix C, Table C36). Of these respondents, 25.7% of ARSOF personnel indicated that they had received initial acquisition language training, 10.8% indicated that they had received sustainment/enhancement language training, and 14.5% indicated that they had received both types of training in the past four years. Only 13.8% of ARSOF personnel responded that they had participated in military-provided immersion training.

Summaries/Abstracts

Initial Acquisition Training

If respondents indicated they had received initial acquisition language training, they were asked to rate their instructor and curriculum for that training experience. The majority of respondents rating their instructor and curriculum received training at USAJFKSWCS, while a small percentage of respondents were rating the training they received at DLI. In evaluating their instructor for initial acquisition training, ARSOF personnel indicated that the instructor was knowledgeable and encouraged students to use language, but failed to adequately incorporate SOF concerns into their teaching. USAJFKSWCS students indicated that their instructor was less effective in preparing them to use language than did DLI students. Personnel who received training in CAT I/II languages rated their instructor more positively than those studying CAT III/IV languages.

In ratings the curriculum, students at DLI rated the curriculum more positively than students at USAJFKSWCS. Across all sources of training, personnel indicated that the curriculum placed more emphasis on formal language than on street language and slang. Students who received initial acquisition language training at USAJFKSWCS also indicated that the curriculum did not meet their needs regarding mission-related vocabulary and that materials contained errors. Only slight differences between language categories existed in evaluations of the curriculum. A difference existed between RC and AC SOF personnel. RC personnel had consistently higher ratings of their training curriculum. Also, PSYOP personnel disagreed that their curriculum was pre-packaged and not customized to SOF, although SF and CA personnel agreed with this statement.

Sustainment/Enhancement Training

Most respondents were rating sustainment/enhancement training in their unit's CLP, while a much smaller percentage were referring to sustainment/enhancement training received at DLI. The specific mode of training was most commonly the language lab or classroom training. As with the previous section, respondents were asked to evaluate their instructor and the curriculum of their training program/course.

Findings from this section indicated that instructor evaluations did not differ greatly between initial acquisition and sustainment/enhancement language training. Respondents indicated that their instructors were knowledgeable and encouraging. Ratings were very consistent between ARSOF personnel and ARSOF other respondents. In rating the curriculum, respondents indicated that the emphasis was on formal language rather than slang. In general, ARSOF personnel agreed more that the curriculum met their language needs than did ARSOF other respondents. Within SF personnel, findings were generally consistent with ARSOF personnel findings. A general consensus existed that training materials often contained errors or were outdated, which was echoed in the open-ended comments for this section.

Immersion Training

This section asked respondents to respond to their experiences with immersion training. Those who had never received immersion training were asked only about their general attitudes toward immersion. Those findings are discussed in the next subsection 'General Attitudes toward Language Training.' A total 18.1% of respondents had received immersion

training. Of those, 68.4% participated in OCONUS training. Findings from this section indicate that ARSOF personnel and other respondents overwhelmingly agree that immersion is an effective way to acquire language.

Respondents from all groups disagreed very strongly that immersion was a waste of time. All AC personnel agreed in their positive evaluation of immersion. RC personnel's responses were difficult to interpret, due the extremely small number of RC personnel who had participated in immersion training. This finding confirms comments from the open-ended section that indicate RC personnel often have difficulty gaining access to immersion training.

General Attitudes toward Training

Training Effectiveness on Deployment. Opinions regarding the efficacy of training were mixed. All groups responded neutrally that the training prepared them for situations they encountered in their missions. Additionally, all groups indicated that they encountered situations in which they could have used additional training. ARSOF personnel indicated that they could communicate fairly effectively as a result of training, while other groups were neutral. ARSOF personnel were more prepared to perform reading and rapport building tasks, and least prepared to perform listening and speaking tasks. When responses were separated into initial acquisition, sustainment, and pre-deployment categories, interesting patterns emerged. Evaluations of pre-deployment training were the poorest. Initial acquisition ratings were neutral overall, while sustainment/enhancement training received slightly higher ratings. Across ARSOF personnel subgroups, RC and AC personnel agreed in their ratings. All groups were moderate in their evaluations of the training program's efficacy. PSYOP personnel were the most negative when rating how well the program prepared them to perform mission-related tasks. This is most likely due to the increased language requirements of PSYOP missions, as well as the highly specific vocabulary required for such tasks.

Attitudes toward Immersion Training. ARSOF personnel expressed an overwhelmingly positive view of immersion as a language training tool. They also agreed, although to a lesser degree, that immersion is often viewed as a motivating tool rather than as a skill enhancer. ARSOF personnel disagreed that the selection process for immersion training was fair, and disagreed that iso-immersion was as effective as OCONUS immersion. CA personnel varied slightly with regard to some aspects of immersion training, with CA AC viewing it as more fair, and CA RC viewing it as more motivating. PSYOP personnel were the most positive in their ratings. They felt quite strongly that immersion should occur regularly in the training cycle, and the most positively that selection was fair. RC personnel felt strongly that selection for immersion was unfair, and that immersion training should be a part of regular training.

Attitudes toward Barriers to Training. Respondents were asked to describe barriers that they believe existed in preventing them from obtaining language training. ARSOF personnel agreed that two barriers they faced were the current OPTEMPO and lack of training resources. All subgroups agreed that these two factors influenced their ability to obtain language training. Interestingly, RC personnel were more likely to report being willing to obtain further training if barriers were removed. This finding was consistent in SF, CA, and PSYOP personnel subgroups.

Attitudes toward Command Support of Training. All subgroups responded consistently that their chains of command do not care enough about language proficiency. They also reported that they are often pulled out of language training for non-critical details. SF RC and CA RC

personnel were less likely to report that they are often pulled for non-critical details than their AC counterparts.

Attitudes toward Importance of Training. SOF personnel value language training, believe it to be essential to success on the job, and put effort into improving their proficiency. All RC personnel were very likely to report being willing to sacrifice training allocated to other SOF skills to increase time for language training. AC personnel in these groups also reported being willing to do so, although their response was not as strong.

Motivation to Train. This section asked respondents to describe the reasons they are motivated to acquire language skills. The motivations for each subgroup differed somewhat. ARSOF personnel indicated that they were motivated to succeed in language training so they could succeed on missions and because they were accountable to their team members. FLPP did not appear to be a highly motivating factor in general. Making language skills a criterion for promotions did not appear to be a motivator either. Within the SF subgroup, the motivating factors were the same. FLPP was not a good motivator for AC or RC personnel. FLPP was slightly more motivating for CA AC personnel than for CA RC personnel. This pattern was the same for PSYOP personnel. RC personnel did not appear to benefit from the FLPP system, and were therefore not motivated by it.

Initial Acquisition Language Training Findings

Overall Findings

Evaluation of Instructor. Table 7.1 contains information about perceptions of the instructor for initial acquisition language training. ARSOF personnel agreed ($M = 82.1$) that the instructor encouraged students to speak in the target language and also agreed ($M = 78.8$) that the instructor was knowledgeable about how language is currently used. ARSOF personnel agreed ($M = 71.0$) that the instructor was effective in preparing them to use language skills. However, ARSOF personnel slightly disagreed ($M = 48.1$) that the instructor incorporated SOF considerations in his/her teaching objectives. ARSOF other respondents disagreed more strongly ($M = 21.7$) when compared to ARSOF personnel ($M = 48.1$) that the instructor incorporated SOF considerations in his/her teaching objectives. ARSOF other respondents also agreed slightly less ($M = 68.5$) that ARSOF personnel that the instructor was knowledgeable about how language is currently used.

Table 7.3 presents the evaluation of instructors for initial acquisition language training based on the source of training. The majority of ARSOF personnel (72.3%) indicated that they received initial acquisition training at USAJFKSWCS. Regarding other sources of training, 18.5% of ARSOF personnel indicated that they received their initial acquisition language training from DLI (Monterey), 7.6% indicated that they received training in the unit/CLP, and 1.7% indicated receiving training at DLI in Washington, DC (See Appendix C, Table C37). When evaluating whether the instructor incorporated SOF considerations in his/her teaching objectives, ARSOF personnel who indicated that they received language training at DLI (Monterey) disagreed ($M = 37.5$), ARSOF personnel who received training at USAJFKSWCS expressed a neutral opinion ($M = 49.1$), and ARSOF personnel who received training in the unit/CLP agreed ($M = 68.8$). Compared to ARSOF personnel who received initial acquisition language training in the unit or at DLI (Monterey) ($M = 84.4$ and $M = 87.5$), ARSOF personnel who received training at USAJFKSWCS agreed slightly less ($M = 65.7$) that the instructor was effective in preparing students to use language skills. Also,

ARSOF personnel who received training at USAJFKSWCS agreed slightly less ($M = 77.9$) than ARSOF personnel who received training at DLI (Monterey) ($M = 93.2$) and in the unit/CLP ($M = 93.8$) that the instructor encouraged speaking in the target language.

Table 7.5 contains information about the evaluation of the instructor for initial acquisition language training according to the difficulty of language. ARSOF personnel who indicated that their initial acquisition language training was in a CAT III/IV language expressed slightly more negative attitudes toward their instructor than ARSOF personnel who indicated that their initial acquisition language training was in a CAT I/II language. For example, while ARSOF personnel who indicated that their training was in a CAT I/II language responded neutrally ($M = 52.6$) that the instructor incorporated SOF considerations, ARSOF personnel who indicated that their training was in a CAT III/IV language disagreed more ($M = 44.9$) with this statement.

Evaluation of Curriculum. Table 7.2 contains information regarding evaluation of the curriculum for initial acquisition language training. ARSOF personnel agreed ($M = 74.6$) that the primary emphasis of the curriculum was on the formal language and disagreed ($M = 40.0$) that the curriculum included slang and/or street language. ARSOF personnel also disagreed ($M = 35.0$) that the materials used in training were free from error. ARSOF personnel agreed ($M = 69.7$) that the curriculum included instruction and practice in all four skills modalities. However, ARSOF personnel also agreed ($M = 60.3$) that the curriculum was pre-packaged and not customized to SOF. When compared to ARSOF personnel, ARSOF other respondents evaluated the curriculum differently. While ARSOF personnel disagreed ($M = 35.0$) that the materials used in training were free from error, ARSOF other respondents responded neutrally ($M = 52.2$). For the other items, ARSOF other respondents expressed slightly more extreme opinions, but still had similar responses when compared with ARSOF personnel.

Table 7.4 contains responses to the curriculum items for initial acquisition language training according to source of training. ARSOF personnel who received training at USAJFKSWCS disagreed ($M = 36.2$) that the curriculum included slang and/or street language, while ARSOF personnel who received training at DLI (Monterey) and those who received training in the unit/CLP responded neutrally ($M = 50.0, 55.6$). ARSOF personnel who received training at USAJFKSWCS disagreed ($M = 43.9$) that the curriculum covered the necessary vocabulary for their jobs and missions, while ARSOF personnel who received training at DLI (Monterey) and in the unit/CLP agreed ($M = 61.9$ and $M = 61.1$). ARSOF personnel who received training at DLI (Monterey) agreed ($M = 75.0$) that the curriculum was pre-packaged and not customized to SOF. ARSOF personnel who received training at USAJFKSWCS agreed somewhat less ($M = 58.2$) that the curriculum was pre-packaged and not customized to SOF. Finally, ARSOF personnel who received training in the unit/CLP expressed a neutral opinion ($M = 50.0$) that the curriculum was pre-packaged and not customized to SOF.

Table 7.5 contains responses to the curriculum items based on the difficulty of language studied during language training. There were a few minor differences between groups of ARSOF personnel who received training in CAT I/II languages and personnel who indicated CAT III/IV languages in responding to questions about the curriculum. For example, ARSOF personnel who studied a CAT III/IV language disagreed somewhat more ($M = 31.7$) than ARSOF personnel who studied a CAT I/II language ($M = 39.5$) that the materials used in training were free from error.

Two open-ended items in this section gave respondents the opportunity to evaluate their initial acquisition course in general, as well as give comments related to the curriculum and materials specifically. Table 7.19 contains a list of suggestions given by respondents about how to improve the course. When asked what they would change about the course, the most common response was to improve the amount of slang and dialect taught. Also frequently suggested was adding immersion to the course in some form. Table 7.20 contains respondents' evaluations of the course curriculum and materials. The largest number of respondents reported that the materials were helpful and of good quality, although an almost equally large number of respondents described materials that often contained errors and/or were outdated.

Special Forces Findings

Evaluation of Instructor. SF personnel expressed somewhat different opinions than ARSOF personnel in response to many of the items regarding instructor characteristics (see Table 7.1). The major differences observed were between SF AC personnel and SF RC personnel. SF AC personnel disagreed ($M = 39.4$) that the instructor incorporated SOF considerations in his/her teaching objectives, while SF RC personnel agreed ($M = 63.3$) with this statement. The other findings in this section reveal a similar pattern. SF RC personnel evaluated the instructor for their initial acquisition language training more positively than SF AC personnel. SF RC personnel expressed a higher level of agreement ($M = 90.0$) compared to ARSOF personnel overall ($M = 78.8$) that their instructor was knowledgeable about how language is currently used, while SF AC personnel expressed a lower level of agreement ($M = 71.7$)

Evaluation of Curriculum. SF AC and RC personnel expressed opinions somewhat different from ARSOF personnel and from each other when evaluating the curriculum for initial acquisition language training. SF AC personnel disagreed ($M = 34.7$) that the curriculum included slang and/or street language while SF RC personnel responded neutrally ($M = 53.3$) to this statement. Another important difference was that while SF AC personnel disagreed ($M = 42.8$) that the curriculum covered the vocabulary necessary for their jobs and missions SF RC personnel agreed ($M = 65.0$) with this statement.

Civil Affairs Findings

Evaluation of Instructor. CA RC personnel indicated a more positive opinion of the instructors in their training than AC personnel, with the exception of their response to one item. CA RC personnel disagreed slightly more ($M = 36.5$) that it was clear that the instructor incorporated SOF considerations in his/her teaching objectives when compared to SF AC personnel ($M = 45.0$). For the remaining items in this section, CA RC personnel expressed more favorable opinions than CA AC personnel toward their instructor. CA RC personnel strongly agreed ($M = 84.6$) that the instructor was effective in preparing them to use language skills, while CA AC personnel agreed slightly less ($M = 65.0$) with this statement. Another important difference between the groups was that CA AC respondents disagreed ($M = 45.0$) that the instructor utilized current examples from TV, movies, radio, magazines, and newspapers to teach the course, while CA RC and ARSOF personnel overall agreed ($M = 78.9, 66.1$).

Evaluation of Curriculum. CA AC and CA RC personnel agreed ($M = 85.0, 80.4$) that the primary emphasis of the curriculum was on the formal language, and disagreed ($M = 40.0, 48.2$) that the curriculum included slang and/or street language. Both CA AC and CA RC

personnel disagreed ($M = 35.0, 26.8$) that the materials used in training were free from error. An important difference between the two groups was that while CA AC personnel disagreed ($M = 40.0$) that the curriculum covered the vocabulary necessary for their job and missions, CA RC personnel agreed ($M = 64.3$).

Psychological Operations Findings

Evaluation of Instructor. One similarity between the findings for PSYOP personnel and the findings for SF and CA personnel was that PSYOP RC personnel strongly agreed ($M = 81.3$) that the instructor was effective in preparing them to use their language skills, while PSYOP AC personnel agreed to a lesser degree ($M = 66.1$). There were no clear trends observed regarding PSYOP AC personnel's responses to these items in comparison with PSYOP RC personnel's responses to these items. PSYOP AC personnel moderately agreed ($M = 59.3$) that it was clear that the instructor incorporated SOF considerations in his/her teaching objectives, while PSYOP RC personnel expressed a neutral opinion toward this item ($M = 50.0$). PSYOP AC and PSYOP RC personnel strongly agreed ($M = 82.1, 79.2$) that the instructor was knowledgeable about how language is currently used.

Evaluation of Curriculum. PSYOP AC and PSYOP RC personnel expressed attitudes somewhat different than one another and ARSOF personnel overall in response to questions regarding the curriculum of their initial acquisition language training. PSYOP AC personnel agreed slightly less ($M = 69.4$) than many of the other groups, including PSYOP RC ($M = 79.2$) and ARSOF personnel ($M = 74.6$) that the primary emphasis of the curriculum was on the formal language. PSYOP RC personnel agreed more strongly ($M = 85.4$) than PSYOP AC personnel ($M = 63.9$) that their curriculum included instruction and practice in all four skill modalities. Finally, PSYOP AC personnel agreed less ($M = 50.0$) than any of the subgroups, including PSYOP RC personnel ($M = 64.6$) that the curriculum was pre-packaged and not customized to SOF.

Reserve Component Findings

Evaluation of Instructor. There were a few consistent trends for RC personnel regarding evaluation of instructor for initial acquisition language training. All RC personnel agreed more strongly than their active counterparts that their instructor was effective in preparing them to use language skills. Additionally, RC personnel agreed more strongly than AC personnel that their instructor utilized current examples from TV, movies, radio, magazines, and newspapers to teach the language and that the instructor encouraged students to speak in the target language.

Evaluation of Curriculum. There were no major differences across RC personnel groups regarding evaluation of the curriculum for initial acquisition language training. All RC personnel agreed more strongly than AC personnel that their curriculum included instruction and practice in all four skill modalities. Also, all RC personnel disagreed more strongly than their AC personnel counterparts that the course would have been more effective if they had covered less content in more detail.

Sustainment/Enhancement Language Training Findings

Overall Findings

Evaluation of Instructor. Table 7.6 contains information regarding evaluation of the instructor for sustainment/enhancement language training. The findings for this section for ARSOF personnel and ARSOF other respondents were very similar to the findings reported for initial acquisition language training (see Table 7.1). ARSOF personnel agreed ($M = 80.5$) that the instructor was knowledgeable about how the language is currently used and that the instructor encouraged students to speak in the target language ($M = 82.2$). ARSOF personnel also agreed ($M = 68.4$) that the instructor was effective in preparing them to use their language skills. ARSOF personnel and ARSOF other respondents expressed similar opinions on several of the items, but different opinions on a few items as well. ARSOF personnel responded neutrally ($M = 49.1$) that it was clear that the instructor incorporated SOF considerations in his/her teaching objectives, while ARSOF other respondents disagreed ($M = 35.4$). Also, ARSOF other respondents agreed more strongly ($M = 77.8$) than ARSOF personnel ($M = 66.8$) that their instructor utilized current examples to teach the language.

Table 7.8 contains findings regarding instructor characteristics for sustainment/enhancement language training according to the source of training. A total of 89.2% of ARSOF personnel indicated receiving sustainment/enhancement training in the unit/CLP, while the remaining respondents indicated receiving training at DLI (Monterey), self-study, or other options (See Appendix C, Table C40). Most ARSOF personnel indicated language lab (44.0%) or classroom (30.7%) as the mode of instruction and 81.3% reported having an instructor for their sustainment/enhancement language training. Since most ARSOF personnel reported receiving training in the unit/CLP, the findings for those personnel are very consistent with the ARSOF personnel findings overall. Table 7.8 also presents findings to these questions for non-SOF linguists, who rated their instructor similarly to ARSOF personnel. The only major difference between the groups is that non-SOF linguists disagreed ($M = 27.8$) while ARSOF personnel responded neutrally ($M = 49.5$) that the instructor incorporated SOF considerations into the curriculum. This finding makes sense considering that non-SOF linguists should not receive SOF-specific training.

Evaluation of Curriculum. Table 7.7 contains information regarding evaluation of the curriculum for sustainment/enhancement training. ARSOF personnel agreed ($M = 65.1$) that the primary emphasis of the curriculum was on the formal language and responded neutrally ($M = 49.7$) that the curriculum included slang and/or street language. ARSOF personnel also responded neutrally ($M = 51.5$) that the materials used in training were free from error. ARSOF other respondents indicated slightly different attitudes to a few of the items. While ARSOF personnel responded somewhat neutrally ($M = 53.2$) that the curriculum covered the vocabulary necessary for their jobs and duties, ARSOF other respondents disagreed ($M = 44.5$) with this statement. Also while ARSOF personnel slightly agreed ($M = 54.6$) that the curriculum was pre-packaged and not customized to SOF, ARSOF other respondents agreed with this statement ($M = 66.4$). Comparing the responses from these items to the same items asked regarding initial acquisition training (see Table 7.2), there are a few notable differences. While ARSOF personnel disagreed ($M = 35.0$) that the materials used in initial acquisition training were free from error, ARSOF personnel responded neutrally ($M = 51.5$) that the materials used in sustainment/enhancement training were free from error. Responses to the other items were in the same direction, but there was some variation in response when comparing the two groups.

Table 7.9 presents the results about the evaluation of curriculum for sustainment/enhancement language training analyzed according to source of training. The majority of respondents indicated receiving sustainment/enhancement language training in the unit/CLP. Therefore, the results presented in this table are very consistent with the ARSOF personnel results. This table also presents a comparison with non-SOF linguists, who responded somewhat similarly to ARSOF personnel, with a few minor differences.

The open-ended item in this section gave respondents the opportunity to give their opinion as to what should be the focus of training. The majority of responses indicated that the focus of training should be on speaking/slang. Additionally, ARSOF personnel indicated the need for more dialect-specific training. Example responses are listed in Table 7.21.

Special Forces Findings

Evaluation of Instructor. SF personnel responded similarly to ARSOF personnel when responding to questions regarding evaluation of the instructor for sustainment/enhancement training. SF AC personnel slightly agreed ($M = 59.0$) that the instructor incorporated SOF considerations in his/her teaching objectives, while SF RC personnel slightly disagreed ($M = 41.7$) with this statement. Interestingly, the findings presented in Table 7.1 indicated the opposite evaluation for initial acquisition training. For initial acquisition training, SF AC personnel disagreed ($M = 39.4$) with this statement, while SF RC personnel agreed ($M = 63.3$). The overall trend demonstrated that SF AC personnel rated their instructor for sustainment/enhancement training more positively than for initial acquisition training and that the relationship was reversed for SF RC personnel overall.

Evaluation of Curriculum. SF personnel responded similarly to ARSOF personnel overall when evaluating the curriculum for sustainment/enhancement language training. One difference was that comparing responses between SF AC and SF RC personnel, SF RC personnel agreed somewhat more ($M = 67.3$) than SF AC personnel ($M = 55.6$) that the curriculum was pre-packaged and not customized to SOF. Both SF AC and SF RC personnel agreed ($M = 65.4, 59.6$) that the curriculum included instruction and practice in all four skill modalities. When comparing their evaluation of sustainment/enhancement training with their evaluation of initial acquisition training, it became clear that SF personnel have different opinions of the two types of training. SF AC personnel slightly agreed ($M = 52.8$) that the materials used in sustainment/enhancement language training were free from error, while SF AC personnel disagreed ($M = 34.7$) when evaluating initial acquisition language training (see Table 7.2). SF RC personnel seemed to show more consistent appraisals of the curriculum than SF AC personnel when comparing initial acquisition training and sustainment/enhancement training.

Civil Affairs Findings

Evaluation of Instructor. Since there were fewer than five CA AC and CA RC personnel who responded to this section the results for these groups should be interpreted with caution. In general, the findings are in the same direction as findings for ARSOF personnel overall. For example, both CA AC and CA RC personnel agreed ($M = 87.5^*, M = 62.5^*$) that the instructor was effective in preparing them to use language skills. Due to the inadequate sample size for CA personnel in the response to the evaluation of the instructor for

sustainment/enhancement training, it is difficult to compare responses with findings from initial acquisition training.

Evaluation of Curriculum. Since there were fewer than five CA AC and CA RC personnel who responded to this section the results for these groups should be interpreted with caution.

Psychological Operations Findings

Evaluation of Instructor. The results for PSYOP RC personnel should be interpreted with caution, because of the extremely small sample size. PSYOP AC personnel responded somewhat similarly to ARSOF personnel overall. PSYOP AC respondents disagreed ($M = 46.3$) that the instructor incorporated SOF considerations in his/her teaching objectives. Also PSYOP AC personnel agreed ($M = 76.3$) that the instructor was knowledgeable about how the language is currently used and ($M = 72.5$) that the instructor encouraged students to speak in the target language. PSYOP RC personnel responded in the same direction as PSYOP AC personnel to items in this section. Comparing the responses from PSYOP AC personnel in this section with the responses to the same questions regarding initial acquisition training (See Table 7.1) it is clear that PSYOP AC personnel responded very similarly in both instances.

Evaluation of Curriculum. There are a few differences between PSYOP AC respondents and ARSOF personnel overall when evaluating the curriculum for sustainment/enhancement language training. While ARSOF personnel slightly agreed ($M = 53.2$) that the curriculum covered the necessary vocabulary for their jobs and duties, PSYOP AC personnel slightly disagreed ($M = 45.2$). Also, PSYOP AC personnel agreed more strongly ($M = 61.9$) than ARSOF personnel ($M = 54.6$) and the other subgroups that the course would have been more effective if less content had been covered in more detail. Also, while ARSOF personnel agreed ($M = 60.7$) that the curriculum included instruction and practice in all four skill modalities, PSYOP AC personnel expressed a lower level of agreement ($M = 54.8$) with this statement. For the most part, responses from PSYOP AC personnel in responding to curriculum questions about sustainment/enhancement training and PSYOP AC personnel in responding to curriculum questions about initial acquisition training are similar. One difference is that PSYOP AC respondents disagreed more strongly ($M = 29.6$) that the materials used in initial acquisition training were free from error than PSYOP AC respondents who responded to the same item regarding sustainment/enhancement training ($M = 47.6$).

Reserve Component Findings

Evaluation of Instructor. The only clear trend observed regarding RC personnel's concerns was in response to the item that stated, "It was clear that the instructor incorporated SOF considerations in his/her teaching objectives." All RC personnel responded to this item more negatively ($M = 41.7$, $M = 25.0^*$, and $M = 25.0^*$, respectively) than their AC personnel counterparts ($M = 59.1$, $M = 62.5^*$, and $M = 46.3$, respectively). However, findings for CA RC and PSYOP RC personnel should be interpreted with caution since these groups did not contain five or more respondents.

Evaluation of Curriculum. RC personnel (SF, CA, and PSYOP) agreed less strongly than their AC counterparts that the curriculum included instruction and practice in all four skill modalities. Also, RC personnel agreed slightly more than their AC counterparts that the

curriculum included slang and/or street language. However, findings for CA AC, CA RC, and PSYOP RC personnel should be interpreted with caution since these groups did not contain five or more respondents.

Immersion Training Findings

Overall Findings

Respondents were asked whether they had ever participated in immersion training sponsored by the military or government. Those who had were asked a few specific questions about their experiences with immersion training. Their responses are presented in Table 7.10. Respondents who did not indicate receiving immersion training were also asked their opinions regarding immersion training which are discussed in the next section, *General Attitudes toward Training*. ARSOF personnel who indicated participating in military-provided immersion training agreed strongly ($M = 89.7$) that immersion training is the most effective way to acquire a language and also agreed ($M = 82.1$) that their language proficiency improved as a result of immersion training. ARSOF personnel disagreed strongly ($M = 17.1$) that OCONUS immersion training is a boondoggle. ARSOF other respondents answered these items similarly, with the exception of one item. While ARSOF personnel agreed ($M = 64.5$) that they would have benefited more from immersion training if their initial proficiency was higher, ARSOF other respondents disagreed ($M = 46.7$) with this statement. Non-SOF linguists responded consistently with ARSOF personnel to these items.

Table 7.11 presents attitudes toward immersion training for those who have participated in it, according to whether the training was CONUS or OCONUS. A total of 31.6% of ARSOF personnel who responded to this section indicated that they had participated in CONUS immersion training and 68.4% indicated that they had participated in OCONUS immersion training (See Appendix C, Table C43). ARSOF personnel who participated in OCONUS immersion training agreed more strongly ($M = 87.5$) than ARSOF personnel who participated in CONUS immersion training ($M = 72.9$) that their language proficiency improved as a result of immersion training. The same pattern was observed for ARSOF other respondents and non-SOF linguists. ARSOF personnel who participated in OCONUS immersion training disagreed more strongly ($M = 9.0$) than ARSOF personnel who participated in CONUS immersion training ($M = 38.9$) that OCONUS immersion training is a boondoggle. Regardless of the type of immersion training, ARSOF personnel who participated in CONUS ($M = 87.5$) and OCONUS ($M = 91.4$) immersion training agreed strongly that immersion training is the most effective way to acquire language skills.

Special Forces Findings

SF personnel who participated in military-provided immersion training expressed attitudes similar to ARSOF personnel regarding immersion training. There were some differences between SF AC and SF RC personnel in their responses to these items. SF AC personnel agreed more strongly ($M = 87.5$) than SF RC personnel ($M = 72.2$) that their language proficiency improved as a result of immersion training. Also, SF AC personnel agreed more strongly ($M = 93.8$) than SF RC personnel ($M = 83.3$) that immersion training is the most effective way to acquire language skills. SF AC personnel also disagreed more strongly ($M = 12.5$) than SF RC personnel ($M = 25.0$) that OCONUS immersion training is a boondoggle.

Civil Affairs Findings

The findings for CA personnel in response to perceptions of immersion training based on their experience with training should be interpreted with caution. There were fewer than five CA AC personnel who responded to these items. The findings for these groups are in the same direction as the findings for ARSOF personnel overall. Just like ARSOF personnel ($M = 89.7$) CA AC and CA RC personnel agreed strongly ($M = 87.5^*$, 85.0) that immersion training is the most effective way to acquire language skills.

Psychological Operations Findings

The responses from PSYOP RC personnel should be interpreted with caution since there were fewer than five respondents in this category. However, the findings for PSYOP AC and RC personnel are in the same direction as the findings for ARSOF personnel. PSYOP AC and PSYOP RC personnel strongly agreed ($M = 95.0$, 87.5^*) that immersion training is the most effective way to acquire language skills.

Reserve Component Findings

Due to the fact that there were few CA RC and PSYOP RC personnel, there were no RC trends evident regarding these particular issues. A possible reason for the lack of responses in these categories is that few RC personnel are eligible for or have access to immersion training. This is confirmed by the open-ended comments which indicate that RC personnel do not have access to immersion training. These comments can be found in Table 7.22.

General Attitudes toward Training Findings*Training Effectiveness on Deployment*

Overall Findings. Table 7.12 presents information about training effectiveness on deployment. ARSOF personnel slightly disagreed ($M = 49.2$) that the language training that they received prepared them for situations encountered while deployed. ARSOF personnel also slightly disagreed or responded neutrally regarding how well their language training prepared them to speak with local people ($M = 43.2$), build rapport with local people ($M = 50.4$), reading street signs, warning markers, etc. ($M = 48.9$), and listening to local people ($M = 38.0$). Although ARSOF personnel disagreed ($M = 41.4$) that while deployed they found that they had received incorrect information during language training, they strongly agreed that the encountered situations where more substantial language training should have been required ($M = 76.6$) and disagreed ($M = 48.7$) that they were taught in the most up-to-date form of the language.

The responses from ARSOF personnel, ARSOF other respondents, and non-SOF linguists were the same for some items in this section, but quite different for other items. The three groups differed when responding to items regarding their ability to perform specific language related tasks on deployment. ARSOF personnel slightly disagreed ($M = 43.2$) that as a result of language training, they had no problem speaking with local people, asking directions, giving commands, and reserving lodging, while ARSOF Other respondents and Non-SOF Linguists slightly agreed ($M = 54.3$, 61.2). The same pattern was observed for other language-related tasks as well. ARSOF personnel disagreed ($M = 38.0$) that as a result of language training, they had no problem listening to local people, answering their questions,

and following local news programs, while ARSOF other and non-SOF linguists responded neutrally ($M = 53.3, 52.2$).

Overall, the findings show that ARSOF personnel felt most prepared to build rapport ($M = 50.4$) with local people and performing certain reading tasks ($M = 48.9$) and felt less prepared for speaking ($M = 43.2$) and listening tasks ($M = 38.0$). ARSOF other and non-SOF linguists agreed more strongly than ARSOF personnel that they felt prepared to perform all of the language tasks identified in this section (speaking tasks, building rapport, reading tasks, and listening tasks).

Table 7.13 presents responses to items regarding training effectiveness on deployment according to training type (initial acquisition, sustainment/enhancement in AOR language, or pre-deployment training in outside AOR language). ARSOF personnel responded very differently to these items depending on the type of training situation they were using as their frame of reference. ARSOF personnel who indicated that they received pre-deployment language training disagreed ($M = 39.2$) that the language training they received prepared them for situations commonly encountered while deployed. ARSOF personnel who indicated receiving initial acquisition training responded neutrally ($M = 49.3$) and ARSOF personnel who reported receiving sustainment/enhancement language training slightly agreed ($M = 55.0$) with this statement. ARSOF personnel who answered these items regarding pre-deployment language training disagreed that as a result of language training they had no problems performing identified listening tasks ($M = 21.1$), building rapport ($M = 34.2$), performing identified reading tasks ($M = 25.7$), and performing identified listening tasks ($M = 20.4$). ARSOF personnel who reported receiving initial acquisition language training agreed that as a result of training they were able to perform these tasks, and ARSOF personnel who reported receiving sustainment/enhancement language training agreed even more highly that language training prepared them to perform the language-related tasks. From these findings, it is clear that ARSOF personnel who received sustainment/enhancement language training in their official AOR language found their training to prepare them the most effectively for deployment, while ARSOF personnel who received pre-deployment language training in a language outside of their AOR, believed their training prepared them the least for deployment.

Special Forces Findings. SF personnel responded very similarly to ARSOF personnel regarding questions about training effectiveness on deployment.

Civil Affairs Findings. CA personnel expressed more positive attitudes toward training effectiveness on deployment than ARSOF personnel. Both CA AC and CA RC personnel agreed ($M = 58.3, 60.5$) that the language training they received prepared them for situations commonly encountered while deployed, while ARSOF personnel responded neutrally ($M = 49.2$) with this statement. There were some important differences between CA AC and CA RC personnel as well. CA AC personnel agreed ($M = 62.5$) that as a result of language training, they no problem performing speaking tasks, while CA RC personnel disagreed ($M = 44.4$). For the remaining language tasks presented in Table 7.12, CA AC personnel reported feeling more comfortable performing language-related tasks as a result of training than CA RC respondents.

Psychological Operations Findings. PSYOP Soldiers viewed effectiveness on deployment somewhat differently than other SOF groups. Both PSYOP AC and PSYOP RC personnel disagreed ($M = 41.4, 43.8$) that the language training they received prepared them for

situations commonly encountered while deployed or on the mission as compared with the neutral opinion ($M = 49.2$) expressed by ARSOF personnel overall. PSYOP AC personnel expressed stronger levels of disagreement than ARSOF personnel that they had no problems performing specific language-related tasks as a result of the language training they received. For example, while ARSOF moderately disagreed ($M = 43.2$) that they had no problems with speaking tasks while deployed, PSYOP AC personnel reported a moderately high level of disagreement ($M = 34.0$). However, PSYOP RC respondents expressed stronger levels of agreement with regard to listening tasks and building rapport than ARSOF personnel overall, while PSYOP RC personnel expressed stronger levels of disagreement than ARSOF personnel overall in regard to reading and listening tasks. PSYOP AC personnel agreed ($M = 69.2$) that while deployed, they encountered situations where more substantial language training should have been required, while PSYOP RC personnel strongly agreed ($M = 93.8$) with this statement.

Reserve Component Findings. There were no major patterns for RC personnel responding to the section of the survey regarding training effectiveness on deployment (See Table 7.12).

Attitudes toward Immersion Training

Overall Finding. Table 7.14 contains responses regarding attitudes toward immersion training for all respondents regardless of whether or not they had received immersion training paid for or sponsored by the military. ARSOF personnel disagreed ($M = 40.6$) that selection for OCONUS immersion training is fair and also disagreed ($M = 34.7$) that CONUS iso-immersion is equally as effective as OCONUS immersion. ARSOF personnel agreed ($M = 86.2$) that OCONUS immersion training should occur regularly as part of sustainment/enhancement training. ARSOF personnel agreed ($M = 65.7$) that OCONUS immersion training is used (viewed) as a motivating reward rather than for skill enhancement. ARSOF other respondents and non-SOF linguists responded very similarly to ARSOF personnel to these items.

Special Forces Findings. SF personnel responded similarly to ARSOF personnel overall regarding attitudes toward immersion training. There were no important differences between SF AC and SF RC personnel in response to these items.

Civil Affairs Findings. CA personnel responded somewhat differently than ARSOF personnel overall to the items in this section as presented in Table 7.14. CA AC personnel responded neutrally ($M = 51.9$) that selection for OCONUS immersion is fair, while CA RC respondents disagreed ($M = 40.3$). CA AC personnel agreed slightly ($M = 55.8$), while CA RC personnel expressed a higher level of agreement ($M = 66.9$) that OCONUS immersion training is used as a motivating reward rather than for skill enhancement. Finally, CA AC personnel strongly disagreed ($M = 15.9$) that CONUS iso-immersion is equally as effective as OCONUS immersion, while CA RC personnel expressed a more moderate level of disagreement ($M = 39.2$) with this statement.

Psychological Operations Findings. PSYOP personnel responded slightly differently when compared to ARSOF personnel in terms of attitudes toward immersion training. PSYOP AC personnel slightly disagreed ($M = 47.6$) that selection for OCONUS immersion training is fair, while PSYOP RC personnel disagreed more strongly ($M = 31.7$). Also both PSYOP AC and PSYOP RC personnel strongly agreed ($M = 91.5, 94.0$) that OCONUS immersion training should occur regularly as part of sustainment/enhancement training. PSYOP AC

personnel agreed more strongly ($M = 78.2$) than PSYOP RC personnel ($M = 64.5$) that OCONUS immersion training is used as a motivation reward rather than for skill enhancement.

Reserve Component Findings. There were no consistent trends that distinguished RC personnel from AC personnel in regards to attitudes toward immersion training (See Table 7.14). All RC (SF, CA, and PSYOP) personnel disagreed ($M = 39.3$, $M = 40.3$, and $M = 31.7$) that selection for OCONUS immersion training is fair and agreed ($M = 86.2$, $M = 84.5$, and $M = 94.0$) that OCONUS immersion should occur regularly as part of sustainment/enhancement training.

Attitudes toward Barriers to Training

Overall Findings. Table 7.15 contains information regarding barriers to training. ARSOF personnel slightly agreed ($M = 57.3$) that with the current OPTempo, sustainment/enhancement training in their official language is impossible. Also, ARSOF personnel agreed ($M = 74.5$) that they would put more effort into language training if the resources were more available. ARSOF other respondents and non-SOF linguists responded consistently with ARSOF personnel regarding these items.

Special Forces Findings. SF personnel responded somewhat differently from ARSOF personnel overall in response to the items presented in Table 7.15 regarding barriers to training. Furthermore, SF AC and SF RC personnel responded differently from one another on these items. While SF AC personnel slightly agreed ($M = 55.3$) that maintaining proficiency in their core SOF skills does not leave time for maintaining appropriate language proficiency, SF RC personnel disagreed ($M = 45.5$) with this statement. SF AC personnel agreed more strongly ($M = 63.2$) than SF RC personnel ($M = 51.1$) who responded neutrally, that with the current OPTempo, sustainment/enhancement training in their official language was impossible. However, SF RC personnel agreed more strongly ($M = 84.2$) than SF AC personnel ($M = 65.2$) that they would put more effort into language training if the resources were more accessible.

Civil Affairs Findings. The findings for CA personnel are somewhat different from the findings for ARSOF personnel overall. The results, presented in Table 7.15 show that CA AC personnel agreed ($M = 54.2$) that the current OPTempo makes sustainment/enhancement training in their official language impossible, while CA RC personnel disagreed ($M = 45.0$) with this statement. Although both groups agreed that they would put more effort into language training if the resources were more available, CA RC personnel expressed a higher level of agreement ($M = 84.2$) than CA AC personnel ($M = 75.0$).

Psychological Operations Findings. Table 7.15 presents the findings for PSYOP personnel to items regarding barriers to training. PSYOP AC personnel slightly disagreed ($M = 46.5$) that maintaining proficiency in their SOF skills does not leave time for maintaining appropriate language proficiency, while PSYOP RC personnel slightly agreed ($M = 59.2$) with this statement. However, PSYOP RC personnel expressed a higher level of agreement ($M = 87.0$) than PSYOP AC personnel ($M = 73.8$) that they would put more effort into language training if the resources were more accessible.

Reserve Component Findings. One consistent finding across RC personnel regarding attitudes toward barriers of language training (See Table 7.15) was that all RC personnel all

expressed higher levels of agreement ($M = 84.2, 82.4,$ and 87.0) than their AC personnel counterparts ($M = 65.2, 75.0,$ and 73.8) that they would put more effort into language training if the resources were more accessible. Table 7.22 contains open-ended comments that confirm the finding that RC personnel do not have access to resources.

Attitudes toward Command Support of Training

Overall Findings. Table 7.16 presents information about attitudes toward command support of language training. ARSOF personnel, ARSOF other respondents, and non-SOF linguists all responded consistently to these items. ARSOF personnel disagreed ($M = 44.9$) that their chains of command care about their language proficiency and disagreed even more ($M = 35.3$) that their chains of command will make sacrifices necessary to ensure they sustain their language proficiency. ARSOF personnel also agreed ($M = 61.1$) that they are often pulled out of language training for non-critical details.

Special Forces Findings. In responding to items regarding command support of overall training, SF personnel responded similarly to ARSOF personnel. Both SF AC and SF RC personnel disagreed ($M = 43.9, 41.5$) that their chains of command care about their language proficiency. One difference between the groups was that while SF AC personnel agreed ($M = 63.0$) that they are often pulled out of language training for non-critical details, SF RC personnel responded neutrally ($M = 52.9$) with this statement.

Civil Affairs Findings. Table 7.16 contains information from CA personnel to questions about command support of language training. CA AC and CA RC personnel responded consistently with ARSOF personnel overall when they disagreed ($M = 44.2$ and $M = 42.2$) that their chain of command care about their language proficiency. A difference between the groups was that CA AC personnel disagreed ($M = 44.4$) that they are often pulled out of language training for non-critical details, while CA RC respondents agreed ($M = 58.3$) with this statement.

Psychological Operations Findings. PSYOP personnel responded to items regarding command support of language training expressed somewhat similar attitudes as ARSOF personnel overall. There were a few differences between PSYOP AC and PSYOP RC personnel. PSYOP AC personnel responded neutrally ($M = 51.2$) that their chains of command care about their language proficiency, which was higher than responses from PSYOP RC personnel ($M = 44.3$) and ARSOF personnel ($M = 44.4$). Also, PSYOP RC personnel disagreed slightly more strongly ($M = 30.0$) than PSYOP AC personnel ($M = 37.2$) that their chain of command would make the sacrifices necessary to ensure that they sustain their language proficiency.

Reserve Component Findings. In response to attitudes regarding command support of language training, there were no consistent differences between AC personnel and RC personnel.

Attitudes toward Importance of Training

Overall Findings. Information regarding attitudes toward the importance of language training is presented in Table 7.17. ARSOF personnel agreed ($M = 76.4$) that language training is essential for success on the job and disagreed ($M = 39.0$) that they do not put much effort into language training. ARSOF personnel also slightly agreed ($M = 53.4$) that they do

not believe language training focuses on the language skills and mission situations important to SOF. For a majority of the questions in this section, responses from non-SOF linguists and ARSOF other respondents were consistent with findings from ARSOF personnel. However, while ARSOF personnel slightly agreed ($M = 56.3$) that they would sacrifice some of the training allocated to their SOF skills training to shift to language proficiency, ARSOF other respondents expressed a higher level of agreement ($M = 63.7$) in response to the same item.

Special Forces Findings. SF AC and SF RC personnel responded somewhat differently regarding the importance of language training. Although both groups agreed that they do not believe the official language training focuses on the language skills and mission situations important to SOF, SF AC personnel agreed slightly more ($M = 58.4$) than SF RC personnel ($M = 51.1$). Another important difference was that while SF RC personnel agreed ($M = 57.6$) that they would sacrifice some of the training allocated to their SOF skills training to shift to language proficiency, SF AC personnel slightly disagreed ($M = 46.2$) with this statement.

Civil Affairs Findings. Responses from CA personnel regarding the importance of language training are presented in Table 7.17. CA AC and CA RC personnel responded similarly to ARSOF personnel overall when they agreed ($M = 78.6, 81.0$) that official language training is essential for success on the job. However, while ARSOF personnel overall responded neutrally ($M = 53.4$) that official language training focuses on the language skills and mission situations important to SOF, CA AC and CA RC personnel disagreed ($M = 44.2, 46.6$) with this statement. Also CA AC and CA RC respondents agreed ($M = 66.1, 70.9$) that they would sacrifice some of the training allocated to their SOF skills to shift to language proficiency.

Psychological Operations Findings. PSYOP personnel expressed somewhat different attitudes toward items regarding the importance of language training. Both PSYOP AC and PSYOP RC personnel agreed ($M = 83.1, 78.1$) that official language training is essential for success on the job. However, while PSYOP AC personnel slightly agreed ($M = 56.1$) that the official language training focuses on the language skills and missions important to SOF, PSYOP RC personnel slightly disagreed ($M = 44.3$) with this statement. Also, PSYOP RC personnel strongly agreed ($M = 71.9$) while PSYOP AC respondents agreed to a lesser extent ($M = 56.3$) that they would sacrifice some of the training allocated to their SOF skills to shift to language proficiency.

Reserve Component Findings. There is one notable difference between RC and AC personnel in responding to the items presented in Table 7.17 regarding attitudes toward language training. In response to the item, "I would sacrifice some of the training allocated to my SOF skills training (e.g. weapons training) to shift to language proficiency," All RC personnel (SF, CA, PSYOP) all agreed more strongly ($M = 57.6, 70.9$, and 71.9) than their AC counterparts ($M = 46.2, 66.1$, and 56.3).

Motivation to Train

Overall Findings. Table 7.18 contains information regarding motivation for language training. The responses from ARSOF personnel, ARSOF other respondents, and non-SOF linguists are quite different for many items presented in this table. When responding to items asking why they want to succeed in language training, ARSOF personnel strongly agreed ($M = 85.2$) that they want to succeed in language training so that they will do well on missions and also agreed ($M = 75.6$) that they are motivated to succeed in language training because they are accountable to their team for their language abilities. ARSOF personnel only slightly

agreed ($M = 56.4$) that they are motivated to succeed in language training because they want to receive FLPP. A similar pattern of response was observed for ARSOF other respondents and non-SOF linguists, although these groups tended to agree slightly more than ARSOF personnel with each of the items (See Table 7.17 for details). ARSOF personnel also slightly agreed ($M = 57.1$) that they would be more motivated to perform well in language training if it was a criteria for promotions or would be used in future decisions about their job.

Special Forces Findings. In responding to items regarding motivation for language training, SF personnel indicated the same general attitudes as ARSOF personnel overall. However, there were some differences in responses from SF AC and SF RC respondents. SF RC personnel agreed more strongly than SF AC personnel that they are motivated to succeed in language training so that they will do well on missions ($M = 87.8, 81.9$), because they want to receive FLPP ($M = 62.8, 52.4$), and because they are accountable to their team from their language abilities ($M = 82.8, 72.9$). It should be noted that both groups indicated being motivated for language training more for the purpose of doing well on missions and because of feeling accountable to the team and less because they want to receive FLPP.

Civil Affairs Findings. The findings for CA personnel regarding motivation to succeed in language training are consistent with findings reported for ARSOF personnel overall. Both CA AC and CA RC personnel agreed ($M = 87.5, 87.2$) that they want to succeed in language training so that they will do well on missions and also that they are motivated to succeed because they are accountable to their team ($M = 78.8, 76.2$). One difference between the groups was that CA AC personnel agreed ($M = 66.1$) that they are motivated to succeed in language training because they want to receive FLPP, while CA RC personnel responded neutrally ($M = 50.6$) to this statement.

Psychological Operations Findings. PSYOP personnel responded very similarly to ARSOF personnel overall regarding motivation for language training. Both groups agreed ($M = 84.3, 93.5$) that they want to succeed in language training so that they will do well on missions and also agreed ($M = 73.2, 77.3$) that they are motivated because they are accountable to their team. A similar pattern emerged in the findings for PSYOP personnel that was observed for CA personnel. PSYOP AC personnel agreed more highly ($M = 64.3$) than PSYOP RC personnel ($M = 55.2$) that they are motivated to succeed because they want to receive FLPP.

Reserve Component Findings. For most of the items presented in Table 7.18 regarding motivation to train, RC personnel expressed very similar attitudes as their AC personnel counterparts. One interesting issue was that while CA RC and PSYOP RC personnel responded somewhat neutrally regarding the motivating potential of FLPP ($M = 50.6$ and $M = 55.2$) while their AC counterparts were more positive ($M = 66.1$ and $M = 64.3$). SF RC personnel reported being more motivated by FLPP ($M = 62.8$) than SF AC personnel ($M = 52.4$).

Table 7.1 Instructor characteristics for Initial Acquisition Language Training

	<i>ARSOF Overall</i>	<i>ARSOF Personnel¹⁵⁰</i>	<i>ARSOF Other¹⁵¹</i>	<i>Non-SOF Linguists¹⁵²</i>	<i>SF AC</i>	<i>SF RC</i>	<i>CA AC</i>	<i>CA RC</i>	<i>PSYOP AC</i>	<i>PSYOP RC</i>
Instructor	[Mean values on 100 point scale] ¹⁵³									
My instructor was effective in preparing me to use my language skills.	72.0	71.0	77.2	75.9	63.9	83.3	65.0	84.6	66.1	81.3
It was clear that the instructor incorporated SOF considerations in his/her teaching objectives.	43.8	48.1	21.7	33.5	39.4	63.3	45.0	36.5	59.3	50.0
My instructor utilized current examples from TV, movies, radio, magazines, and newspapers to teach the language.	67.0	66.1	71.7	79.2	62.8	80.0	45.0	78.9	59.8	70.8
My instructor was knowledgeable about how the language is currently used.	77.1	78.8	68.5	74.6	71.7	90.0	75.0	84.6	82.1	79.2
The instructor encouraged students to speak in the target language.	82.1	82.1	82.6	87.7	78.9	91.7	80.0	94.2	73.2	89.6

¹⁵⁰ This category includes individuals categorized as SF AC, SF RC, CA AC, CA RC, PSYOP AC, and PSYOP RC.¹⁵¹ This category includes individuals categorized as SOF support, MI soldiers assigned to a SOF unit, and SOF other.¹⁵² This category is only included for comparison purposes and is not included in the SOF overall figures.¹⁵³ All figures in the tables are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

Table 7.2 Curriculum characteristics for Initial Acquisition Language Training

	<i>ARSOF Overall</i>	<i>ARSOF Personnel¹⁵⁴</i>	<i>ARSOF Other¹⁵⁵</i>	<i>Non-SOF Linguists¹⁵⁶</i>	<i>SF AC</i>	<i>SF RC</i>	<i>CA AC</i>	<i>CA RC</i>	<i>PSYOP AC</i>	<i>PSYOP RC</i>
Curriculum	[Mean values on 100 point scale] ¹⁵⁷									
The primary emphasis of the curriculum was on the formal language.	77.0	74.6	89.1	87.7	74.4	71.7	85.0	80.4	69.4	79.2
The curriculum included slang and/or street language.	38.0	40.0	28.3	37.3	34.7	53.3	40.0	48.2	36.1	41.7
The materials used in training were free from error.	37.9	35.0	52.2	44.5	38.1	46.7	35.0	26.8	29.6	31.3
The curriculum included instruction and practice in all four skill modalities (i.e. reading, writing, speaking, and listening).	70.9	69.7	77.2	79.7	65.6	75.0	70.0	75.0	63.9	85.4
The curriculum covered the vocabulary necessary for my job and missions.	47.5	48.7	41.3	46.2	42.8	65.0	40.0	64.3	47.2	39.6
The curriculum was pre-packaged and not customized to SOF.	63.4	60.3	79.4	76.1	65.6	53.3	70.0	62.5	50.0	64.6
The course would have been more effective if we had covered less content in more detail.	51.8	52.6	47.8	44.8	57.0	53.6	45.0	41.1	57.4	41.7

¹⁵⁴ This category includes individuals categorized as SF AC, SF RC, CA AC, CA RC, PSYOP AC, and PSYOP RC.¹⁵⁵ This category includes individuals categorized as SOF support, MI soldiers assigned to a SOF unit, and SOF other.¹⁵⁶ This category is only included for comparison purposes and is not included in the SOF overall figures.¹⁵⁷ All figures in the tables are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

Table 7.3 Instructor Characteristics for Initial Acquisition Language Training according to Source of Training.

	<i>Source of Training</i>							
	<i>DLI in CA¹⁵⁸</i>		<i>DLI in DC¹⁵⁹</i>		<i>USAJFKSWCS¹⁶⁰</i>		<i>Unit/CLP</i>	
	<i>ARSOF Personnel¹⁶¹</i>	<i>Non-SOF Linguists¹⁶²</i>	<i>ARSOF Personnel</i>	<i>Non-SOF Linguists</i>	<i>ARSOF Personnel</i>	<i>Non-SOF Linguists</i>	<i>ARSOF Personnel</i>	<i>Non-SOF Linguists</i>
	<i>[Mean values on 100 point scale]¹⁶³</i>							
My Instructor								
Is effective in student preparation	87.5	75.5	62.5*	80.0	65.7	50.0*	84.4	75.0
Incorporates SOF considerations	37.5	31.3	37.5*	12.5*	49.1	25.0*	68.8	62.5
Uses T.V., movies, radio to teach etc.	81.8	82.1	62.5*	70.0	61.3	25.0*	75.0	70.8
Was knowledgeable on current language	78.4	73.9	37.5*	70.0	78.5	75.0*	93.8	79.2
Encourages speaking in the target language	93.2	89.7	87.5*	85.0	77.9	75.0*	93.8	75.0

¹⁵⁸ Defense Language Institute (at Monterey, California)¹⁵⁹ Defense Language Institute (DLI) in Washington, DC.¹⁶⁰ United States Army John F. Kennedy Special Warfare Center and School¹⁶¹ This category includes individuals categorized as SF AC, SF RC, CA AC, CA RC, PSYOP AC, and PSYOP RC.¹⁶² This category is only included for comparison purposes and is not included in the SOF overall figures.¹⁶³ All figures in the tables are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

* This data is based on fewer than five responses.

Table 7.4 Curriculum Characteristics for Initial Acquisition Language Training according to Source of Training.

	<i>Source of Training</i>							
	<i>DLI in CA¹⁶⁴</i>		<i>DLI in DC¹⁶⁵</i>		<i>USAJFKSWCS¹⁶⁶</i>		<i>Unit/CLP</i>	
	<i>ARSOF Personnel¹⁶⁷</i>	<i>Non-SOF Linguists¹⁶⁸</i>	<i>ARSOF Personnel</i>	<i>Non-SOF Linguists</i>	<i>ARSOF Personnel</i>	<i>Non-SOF Linguists</i>	<i>ARSOF Personnel</i>	<i>Non-SOF Linguists</i>
	[Mean values on 100 point scale] ¹⁶⁹							
Curriculum								
Emphasis was on formal language	84.5	90.2	62.5*	85.0	72.4	75.0*	75.0	70.8
Included slang and street language	50.0	32.6	25.0*	35.0	36.2	25.0*	55.6	70.8
Materials were free from error	41.7	37.0	50.0*	60.0	33.7	75.0*	28.1	83.3
Included all four skill modalities	88.1	82.1	87.5*	70.0	65.1	25.0*	66.7	75.0
Covered necessary vocabulary	61.9	41.9	62.5*	35.0	43.9	25.0*	61.1	87.5
Pre-packaged and not customized to SOF	75.0	77.3	37.5*	68.8*	58.2	75.0*	50.0	75.0
More effective if less content in more detail.	41.7	42.8	25.0*	40.0	55.4	25.0*	55.6	66.7

¹⁶⁴ Defense Language Institute (at Monterey, California)¹⁶⁵ Defense Language Institute (DLI) in Washington, DC.¹⁶⁶ United States Army John F. Kennedy Special Warfare Center and School¹⁶⁷ This category includes individuals categorized as SF AC, SF RC, CA AC, CA RC, PSYOP AC, and PSYOP RC.¹⁶⁸ This category is only included for comparison purposes and is not included in the ARSOF overall figures.¹⁶⁹ All figures in the tables are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

* This data is based on fewer than five responses.

Table 7.5 Instructor and Curriculum Characteristic for Initial Acquisition Language Training according to difficulty of language

Difficulty of Language [Mean values on 100 point scale] ¹⁷⁰						
	CAT I/II¹⁷¹			CAT III/IV		
	ARSOF Overall	ARSOF Personnel¹⁷²	Non-SOF Linguists¹⁷³	ARSOF Overall	ARSOF Personnel	Non-SOF Linguists
My Instructor						
Is effective in student preparation	76.8	75.0	82.5	68.7	68.1	77.9
Incorporates SOF considerations	48.2	52.6	53.6	41.0	44.9	29.7
Uses T.V., movies, radio to teach etc.	69.7	68.9	85.0	65.1	64.1	80.2
Was knowledgeable on current language	79.8	81.1	82.5	75.3	77.2	73.8
Encourages speaking in the target language	86.2	84.4	90.0	79.5	80.4	89.5
	CAT I/II			CAT III/IV		
	ARSOF Overall	ARSOF Personnel	Non-SOF Linguists	ARSOF Overall	ARSOF Personnel	Non-SOF Linguists
Curriculum						
Emphasis was on formal language	76.7	75.0	87.5	77.1	74.3	90.1
Included slang and street language	41.7	42.4	57.5	35.7	38.2	32.6
Materials were free from error	43.5	39.5	67.5	33.3	31.7	37.2
Included all four skill modalities	69.4	67.0	87.5	72.0	71.7	79.7
Covered necessary vocabulary	48.7	49.0	65.0	47.0	48.5	40.1
Pre-packaged and not customized to SOF	62.3	60.2	78.6	64.0	60.3	75.8
More effective if less content in more detail.	49.6	50.5	42.5	53.1	54.1	44.2

¹⁷⁰ All figures in the tables are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

¹⁷¹ CAT I/II languages are considered easier to learn for English speakers than CAT III/IV languages.

¹⁷² This category includes individuals categorized as SF AC, SF RC, CA AC, CA RC, PSYOP AC, and PSYOP RC.

¹⁷³ This category is only included for comparison purposes and is not included in the SOF overall figures.

Table 7.6 Instructor characteristics for Sustainment/Enhancement Language Training

	<i>ARSOF Overall</i>	<i>ARSOF Personnel¹⁷⁴</i>	<i>ARSOF Other¹⁷⁵</i>	<i>Non-SOF Linguists¹⁷⁶</i>	<i>SF AC</i>	<i>SF RC</i>	<i>CA AC</i>	<i>CA RC</i>	<i>PSYOP AC</i>	<i>PSYOP RC</i>
Instructor	[Mean values on 100 point scale] ¹⁷⁷									
My instructor was effective in preparing me to use my language skills.	69.4	68.4	71.3	72.7	73.9	63.9	87.5*	62.5*	63.2	66.7*
It was clear that the instructor incorporated SOF considerations in his/her teaching objectives.	45.1	49.1	35.4	27.6	59.1	41.7	62.5*	25.0*	46.3	25.0*
My instructor utilized current examples from TV, movies, radio, magazines, and newspapers to teach the language.	70.3	66.8	77.8	78.1	73.8	67.5	62.5*	87.5*	58.8	58.3*
My instructor was knowledgeable about how the language is currently used.	79.9	80.5	78.7	80.0	81.8	80.0	87.5*	100.0*	76.3	83.3*
The instructor encouraged students to speak in the target language.	82.0	82.2	81.5	81.9	85.2	85.0	100.0*	100.0*	72.5	91.7*

¹⁷⁴ This category includes individuals categorized as SF AC, SF RC, CA AC, CA RC, PSYOP AC, and PSYOP RC.¹⁷⁵ This category includes individuals categorized as SOF support, MI soldiers assigned to a SOF unit, and SOF other.¹⁷⁶ This category is only included for comparison purposes and is not included in the SOF overall figures.¹⁷⁷ All figures in the tables are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

* This data is based on fewer than five responses.

Table 7.7 Curriculum characteristics for Sustainment/Enhancement Language Training

	<i>ARSOF</i> <i>Overall</i>	<i>ARSOF</i> <i>Personnel</i> ¹⁷⁸	<i>ARSOF</i> <i>Other</i> ¹⁷⁹	<i>Non-SOF</i> <i>Linguists</i> ¹⁸⁰	<i>SF</i> <i>AC</i>	<i>SF</i> <i>RC</i>	<i>CA</i> <i>AC</i>	<i>CA</i> <i>RC</i>	<i>PSYOP</i> <i>AC</i>	<i>PSYOP</i> <i>RC</i>
Curriculum	[Mean values on 100 point scale] ¹⁸¹									
The primary emphasis of the curriculum was on the formal language.	67.1	65.1	71.3	76.7	64.8	69.2	66.7*	41.7*	67.9	56.3*
The curriculum included slang and/or street language.	48.3	49.7	45.6	47.7	52.8	53.9	50.0*	58.3*	41.7	50.0*
The materials used in training were free from error.	55.6	51.5	64.4	58.6	55.8	57.7	50.0*	25.0*	47.6	41.7*
The curriculum included instruction and practice in all four skill modalities (i.e. reading, writing, speaking, and listening).	60.1	60.7	58.8	63.3	65.4	59.6	75.0*	66.7*	54.8	50.0*
The curriculum covered the vocabulary necessary for my job and missions.	50.5	53.2	44.5	48.7	55.6	55.8	66.7*	50.0*	45.2	62.5*
The curriculum was pre-packaged and not customized to SOF. †	58.3	54.6	66.4	67.9	55.6	67.3	41.7*	41.7*	51.3	43.8*
The course would have been more effective if we had covered less content in more detail. †	53.9	54.6	52.3	47.2	53.9	51.9	41.7*	58.3*	61.9	37.5*

¹⁷⁸ This category includes individuals categorized as SF AC, SF RC, CA AC, CA RC, PSYOP AC, and PSYOP RC.¹⁷⁹ This category includes individuals categorized as SOF support, MI soldiers assigned to a SOF unit, and SOF other.¹⁸⁰ This category is only included for comparison purposes and is not included in the SOF overall figures.¹⁸¹ All figures in the tables are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

† A high value for these items indicates a more negative attitude, while a low value for these items indicates a more positive attitude towards the curriculum.

* This data is based on fewer than five responses.

Table 7.8 Instructor Characteristic for Sustainment/Enhancement Language Training according to Source of Training.

	<i>Source of Training</i>					
	<i>DLI in CA¹⁸²</i>		<i>DLI in DC¹⁸³</i>		<i>Unit/Command Language Program (CLP)</i>	
	<i>ARSOF Personnel¹⁸⁴</i>	<i>Non-SOF Linguists¹⁸⁵</i>	<i>ARSOF Personnel</i>	<i>Non-SOF Linguists</i>	<i>ARSOF Personnel</i>	<i>Non-SOF Linguists</i>
	[Mean values on 100 point scale]¹⁸⁶					
My Instructor						
Is effective in student preparation	83.3*	87.5*	-	81.3*	67.8	71.6
Incorporates SOF considerations	33.3*	25.0*	-	25.0*	49.5	27.8
Uses T.V., movies, radio to teach etc.	91.7*	87.5*	-	87.5*	65.6	76.8
Was knowledgeable on current language	91.7*	87.5*	-	81.3*	80.6	79.3
Encourages speaking in the target language	91.7*	100.0*	-	87.5*	82.4	80.6

¹⁸² Defense Language Institute (at Monterey, California)¹⁸³ Defense Language Institute (DLI) in Washington, DC.¹⁸⁴ This category includes individuals categorized as SF AC, SF RC, CA AC, CA RC, PSYOP AC, and PSYOP RC.¹⁸⁵ This category is only included for comparison purposes and is not included in the SOF overall figures.¹⁸⁶ All figures in the tables are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

* This data is based on fewer than five responses.

Table 7.9 Curriculum Characteristic for Sustainment/Enhancement Language Training according to Source of Training.

Source of Training								
	DLI in CA		DLI in DC		Self-Study		Unit/Command Language Program (CLP)	
	ARSOF Personnel ¹⁸⁷	Non-SOF Linguists ¹⁸⁸	ARSOF Personnel	Non-SOF Linguists	ARSOF Personnel	Non-SOF Linguists	ARSOF Personnel	Non-SOF Linguists
Curriculum	[Mean values on 100 point scale] ¹⁸⁹							
Emphasis was on formal language	62.5*	87.5*	-	81.3*	75.0*	100.0*	64.7	75.8
Included slang and street language	56.3*	62.5*	-	50.0*	37.5*	75.0*	49.6	46.3
Materials were free from error	50.0*	37.5*	-	62.5*	37.5*	75.0*	52.4	58.5
Included all four skill modalities	56.3*	75.0*	-	87.5*	50.0*	25.0*	60.9	61.6
Covered necessary vocabulary	56.3*	62.5*	-	68.8*	37.5*	75.0*	54.0	47.1
Pre-packaged and not customized to SOF †	68.8*	100.0*	-	75.0*	75.0*	100.0*	52.4	65.5
More effective if less content in more detail †	62.5*	75.0*	-	18.8*	62.5*	25.0*	53.2	48.8

¹⁸⁷ This category includes individuals categorized as SF AC, SF RC, CA AC, CA RC, PSYOP AC, and PSYOP RC.¹⁸⁸ This category is only included for comparison purposes and is not included in the SOF overall figures.¹⁸⁹ All figures in the tables are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

† A high value for these items indicates a more negative attitude, while a low value for these items indicates a more positive attitude towards the curriculum.

* This data is based on fewer than five responses.

Table 7.10 Attitudes toward immersion training for those who have participated in immersion training by ARSOF type.

	<i>ARSOF Overall</i>	<i>ARSOF Personnel¹⁹⁰</i>	<i>ARSOF Other¹⁹¹</i>	<i>Non-SOF Linguists¹⁹²</i>	<i>SF AC</i>	<i>SF RC</i>	<i>CA AC</i>	<i>CA RC</i>	<i>PSYOP AC</i>	<i>PSYOP RC</i>
[Mean values on 100 point scale] ¹⁹³										
My language proficiency improved as a result of immersion training.	80.9	82.1	78.1	80.3	87.5	72.2	100.0*	80.0	90.0	50.0*
I would have benefited more from immersion training if my initial proficiency was higher.	59.4	64.5	46.7	61.3	56.3	61.1	75.0*	85.0	67.8*	75.0*
Immersion training is the most effective way to acquire language skills.	85.3	89.7	75.0	84.0	93.8	83.3	87.5*	85.0	95.0	87.5*
I think that OCONUS immersion training is a boondoggle. †	18.6	17.1	21.9	19.5	12.5	25.0	0.0*	25.0*	0.0*	100.0*

¹⁹⁰ This category includes individuals categorized as SF AC, SF RC, CA AC, CA RC, PSYOP AC, and PSYOP RC.¹⁹¹ This category includes individuals categorized as SOF support, MI soldiers assigned to a SOF unit, and SOF other.¹⁹² This category is only included for comparison purposes and is not included in the SOF overall figures.¹⁹³ All figures in the tables are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

† A high value for these items indicates a more negative attitude, while a low value for these items indicates a more positive attitude towards immersion training.

* This data is based on fewer than five responses.

Table 7.11 Attitudes toward immersion training for those who have participated in immersion training by type of immersion training.

	<i>CONUS</i>				<i>OCONUS</i>			
	<i>ARSOF Overall</i>	<i>ARSOF Personnel¹⁹⁴</i>	<i>ARSOF Other¹⁹⁵</i>	<i>Non-SOF Linguists¹⁹⁶</i>	<i>SOF Overall</i>	<i>SOF Personnel</i>	<i>SOF Other</i>	<i>Non-SOF Linguists</i>
	[Mean values on 100 point scale]¹⁹⁷							
My language proficiency improved as a result of immersion training.	67.7	72.9	55.0	75.8	87.8	87.5	88.6	84.0
I would have benefited more from immersion training if my initial proficiency was higher.	67.7	75.0	50.0	66.4	55.7	60.0	45.0	58.2
Immersion training is the most effective way to acquire language skills.	77.9	87.5	55.0	81.8	88.8	91.4	83.3	87.0
I think that OCONUS immersion training is a boondoggle. †	44.2	38.9	56.3*	25.0	9.5	9.0	10.4	15.4

¹⁹⁴ This category includes individuals categorized as SF AC, SF RC, CA AC, CA RC, PSYOP AC, and PSYOP RC.

¹⁹⁵ This category includes individuals categorized as SOF support, MI soldiers assigned to a SOF unit, and SOF other.

¹⁹⁶ This category is only included for comparison purposes and is not included in the SOF overall figures.

¹⁹⁷ All figures in the tables are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

† A high value for these items indicates a more negative attitude, while a low value for these items indicates a more positive attitude towards immersion training.

* This data is based on fewer than five responses.

Table 7.12 Training Effectiveness on Deployment by SOF-type.

	<i>ARSOF Overall</i>	<i>ARSOF Personnel¹⁹⁸</i>	<i>ARSOF Other¹⁹⁹</i>	<i>Non-SOF Linguists²⁰⁰</i>	<i>SF AC</i>	<i>SF RC</i>	<i>CA AC</i>	<i>CA RC</i>	<i>PSYOP AC</i>	<i>PSYOP RC</i>
[Mean values on 100 point scale] ²⁰¹										
The language training I received prepared me for situations that I commonly encountered while deployed or on the mission.	50.1	49.2	53.7	52.7	47.0	54.4	58.3	60.5	41.4	43.8
As a result of language training, I had no problem(s) speaking with local people, asking directions, giving commands, and reserving lodging.	45.5	43.2	54.3	61.2	43.3	44.9	62.5	44.4	34.0	47.2
As a result of language training, I had no problem(s) building rapport/trust with local people.	51.3	50.4	54.9	61.4	49.5	56.6	62.5	55.6	37.5	55.6
As a result of language training, I had no problem (s) reading street signs, warning markers, graffiti, important documents, and news.	51.2	48.9	60.3	65.3	51.7	52.2	54.2	45.6	37.5	44.4
As a result of language training, I had no problem(s) listening to local people, answering their questions, and following local news programs.	41.0	38.0	53.3	52.2	40.8	39.0	37.5	33.3	31.7	33.3

¹⁹⁸ This category includes individuals categorized as SF AC, SF RC, CA AC, CA RC, PSYOP AC, and PSYOP RC.¹⁹⁹ This category includes individuals categorized as SOF support, MI soldiers assigned to a SOF unit, and SOF other.²⁰⁰ This category is only included for comparison purposes and is not included in the SOF overall figures.²⁰¹ All figures in the tables are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

* This data is based on fewer than five responses.

Table 7.12 Training Effectiveness on Deployment by SOF-type (cont.)

	<i>ARSOF Overall</i>	<i>ARSOF Personnel</i> ²⁰²	<i>ARSOF Other</i> ²⁰³	<i>Non-SOF Linguists</i> ²⁰⁴	<i>SF AC</i>	<i>SF RC</i>	<i>CA AC</i>	<i>CA RC</i>	<i>PSYOP AC</i>	<i>PSYOP RC</i>
[Mean values on 100 point scale] ²⁰⁵										
While deployed, I encountered situations where I felt that more substantial language training should have been required. †	76.6	76.6	76.6	77.7	73.9	76.5	91.7	88.9	69.2	93.8
I was taught in the most up-to-date form of the language (i.e. how the language is currently used).	49.2	48.7	51.0	53.0	48.4	52.2	70.8	63.9	31.5	45.0
While deployed, I found that I received incorrect information during language training. †	40.5	41.4	37.2	43.1	40.2	39.4	33.3	44.4	44.0	53.1

²⁰² This category includes individuals categorized as SF AC, SF RC, CA AC, CA RC, PSYOP AC, and PSYOP RC.

²⁰³ This category includes individuals categorized as SOF support, MI soldiers assigned to a SOF unit, and SOF other.

²⁰⁴ This category is only included for comparison purposes and is not included in the SOF overall figures.

²⁰⁵ All figures in the tables are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

† A high value for these items indicates a more negative attitude, while a low value for these items indicates a more positive attitude towards training effectiveness on deployment.

* This data is based on fewer than five responses.

Table 7.13 Training Effectiveness on Deployment by Training Type

	<i>Initial Acquisition</i>		<i>Sustainment/Enhancement in AOR Language²⁰⁶</i>		<i>Pre-deployment in Outside AOR Language²⁰⁷</i>	
	<i>ARSOF Personnel²⁰⁸</i>	<i>Non-SOF Linguists²⁰⁹</i>	<i>ARSOF Personnel</i>	<i>Non-SOF Linguists</i>	<i>ARSOF Personnel</i>	<i>Non-SOF Linguists</i>
	[Mean values on 100 point scale]²¹⁰					
The language training I received prepared me for situations that I commonly encountered while deployed or on the mission.	49.3	52.8	55.0	55.0	39.2	46.1
As a result of language training, I had no problem(s) speaking with local people, asking directions, giving commands, and reserving lodging.	44.7	62.5	55.1	65.6	21.1	44.7
As a result of language training, I had no problem(s) building rapport/trust with local people.	53.3	59.6	56.9	64.6	34.2	56.6
As a result of language training, I had no problem (s) reading street signs, warning markers, graffiti, important documents, and news.	50.7	65.8	59.8	71.3	25.7	46.1
As a result of language training, I had no problem(s) listening to local people, answering their questions, and following local news programs.	38.2	52.7	48.9	57.0	20.4	36.8

²⁰⁶ Sustainment/Enhancement training in official or required AOR (Area of Responsibility) language.²⁰⁷ Pre-deployment training in language outside AOR (e.g. GWOT language)²⁰⁸ This category includes individuals categorized as SF AC, SF RC, CA AC, CA RC, PSYOP AC, and PSYOP RC.²⁰⁹ This category is only included for comparison purposes and is not included in the SOF overall figures.²¹⁰ All figures in the tables are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

* This data is based on fewer than five responses.

Table 7.13 Training Effectiveness on Deployment by Training Type (cont.)

	<i>Initial Acquisition</i>		<i>Sustainment/Enhancement in AOR Language²¹¹</i>		<i>Pre-deployment in Outside AOR Language²¹²</i>	
	<i>ARSOF Personnel²¹³</i>	<i>Non-SOF Linguists²¹⁴</i>	<i>ARSOF Personnel</i>	<i>Non-SOF Linguists</i>	<i>ARSOF Personnel</i>	<i>Non-SOF Linguists</i>
	[Mean values on 100 point scale]²¹⁵					
While deployed, I encountered situations where I felt that more substantial language training should have been required. †	77.9	80.6	69.9	77.2	82.2	79.2
I was taught in the most up-to-date form of the language (i.e. how the language is currently used).	47.8	47.2	52.3	57.4	46.1	51.3
While deployed, I found that I received incorrect information during language training. †	41.1	48.3	38.1	39.6	49.3	42.1

²¹¹ Sustainment/Enhancement training in official or required AOR (Area of Responsibility) language.

²¹² Pre-deployment training in language outside AOR (e.g. GWOT language)

²¹³ This category includes individuals categorized as SF AC, SF RC, CA AC, CA RC, PSYOP AC, and PSYOP RC.

²¹⁴ This category is only included for comparison purposes and is not included in the SOF overall figures.

²¹⁵ All figures in the tables are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

† A high value for these items indicates a more negative attitude, while a low value for these items indicates a more positive attitude towards training effectiveness on deployment.

* This data is based on fewer than five responses.

Table 7.14 Attitudes toward Immersion Training

	<i>Army Overall</i>	<i>ARSOF Overall</i> ²¹⁶	<i>ARSOF Personnel</i>	<i>Non- SOF Linguist</i> ²¹⁷	<i>Non- SOF Other</i> ²¹⁸	<i>SF AC</i>	<i>SF RC</i>	<i>CA AC</i>	<i>CA RC</i>	<i>PSYOP AC</i>	<i>PSYOP RC</i>	<i>SOF MI</i>	<i>SOF Other</i>
[Mean values on 100 point scale]²¹⁹													
Selection for OCONUS ²²⁰ immersion training is fair.	44.5	40.2	40.6	48.5	52.2	38.4	39.3	51.9	40.3	47.6	31.7	39.0	38.4
OCONUS immersion training should occur regularly as part of sustainment/enhancement training.	83.2	85.5	86.2	81.2	79.4	83.4	86.2	85.7	84.5	91.5	94.0	82.8	82.6
OCONUS immersion training is used (viewed) as a motivating reward rather than for skill enhancement.	64.7	65.4	65.7	64.3	62.5	63.2	63.4	55.8	66.9	78.2	64.5	65.1	64.2
My command thinks that OCONUS immersion training is a boondoggle.	62.1	64.9	64.4	58.8	57.8	65.7	68.6	50.0	52.2	69.8	68.2	68.6	66.8
CONUS iso-immersion is equally as effective as OCONUS immersion.	36.2	34.2	34.7	38.2	39.2	33.3	37.8	15.9	39.2	37.5	32.4	29.1	32.0

²¹⁶ ARSOF Overall includes ARSOF personnel, MI assigned to SOF units, and SOF support staff.²¹⁷ Non-SOF Linguists are non-SOF MI, FAO, or other non-SOF language-coded positions²¹⁸ This category contains respondents who were non-SOF affiliated and in non-language-coded positions²¹⁹ All figures in the tables are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

Table 7.15 Attitudes toward Barriers to Training

<i>Army Overall</i>	<i>ARSOF Overall</i> ²²¹	<i>ARSOF Personnel</i>	<i>Non- SOF Linguist</i> ²²²	<i>Non- SOF Other</i> ²²³	<i>SF AC</i>	<i>SF RC</i>	<i>CA AC</i>	<i>CA RC</i>	<i>PSYOP AC</i>	<i>PSYOP RC</i>	<i>SOF MI</i>	<i>SOF Other</i>
[Mean values on 100 point scale] ²²⁴												
Maintaining proficiency in my core SOF skills does not leave time for maintaining appropriate language proficiency. 50.1	50.5	51.3	50.2	45.9	55.3	45.5	42.9	50.6	46.5	59.2	49.5	47.0
With the current OPTEMPO, sustainment/enhancement training in my official language is impossible. 55.5	57.4	57.3	53.2	53.8	63.2	51.1	54.2	45.0	60.5	57.9	60.9	57.7
I would put more effort into language training if the resources were more accessible. 76.7	75.1	74.5	76.7	81.6	65.2	84.2	75.0	82.4	73.8	87.0	76.5	77.5

²²⁰ OCONUS immersion takes place Outside the Continental U.S., while CONUS training takes place within the continental U.S.

²²¹ ARSOF Overall includes ARSOF personnel, MI assigned to SOF units, and SOF support staff.

²²² Non-SOF Linguists are non-SOF MI, FAO, or other non-SOF language-coded positions

²²³ This category contains respondents who were non-SOF affiliated and in non-language-coded positions

²²⁴ All figures in the tables are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

Table 7.16 Attitudes toward Command Support of Training

	<i>Army Overall</i>	<i>ARSOF Overall</i> ²²⁵	<i>ARSOF Personnel</i>	<i>Non-SOF Linguist</i> ²²⁶	<i>Non- SOF Other</i> ²²⁷	<i>SF AC</i>	<i>SF RC</i>	<i>CA AC</i>	<i>CA RC</i>	<i>PSYOP AC</i>	<i>PSYOP RC</i>	<i>SOF MI</i>	<i>SOF Other</i>
[Mean values on 100 point scale] ²²⁸													
My chain of command cares about my language proficiency.	42.9	44.9	44.4	44.6	54.2	43.9	41.5	44.2	42.2	51.2	44.3	46.2	46.8
I am often pulled out of language training for non-critical details.†	59.2	61.1	61.1	58.2	25.0	63.0	52.9	44.4	58.3	68.5	62.5	58.9	60.7
My chain of command will make the sacrifices necessary to ensure that I sustain my language proficiency.	35.9	35.2	35.3	38.6	25.0	34.2	37.5	37.5	35.8	37.2	30.0	34.6	34.7

²²⁵ ARSOF Overall includes ARSOF personnel, MI assigned to SOF units, and SOF support staff.

²²⁶ Non-SOF Linguists are non-SOF MI, FAO, or other non-SOF language-coded positions

²²⁷ This category contains respondents who were non-SOF affiliated and in non-language-coded positions

²²⁸ All figures in the tables are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

† A high value for these items indicates a more negative attitude, while a low value for these items indicates a more positive attitude towards command support of training.

Table 7.17 Attitudes toward Importance of Training

	<i>Army Overall</i>	<i>ARSOF Overall</i> ²²⁹	<i>ARSOF Personnel</i>	<i>Non-SOF Linguist</i> ²³⁰	<i>Non-SOF Other</i> ²³¹	<i>SF AC</i>	<i>SF RC</i>	<i>CA AC</i>	<i>CA RC</i>	<i>PSYOP AC</i>	<i>PSYOP RC</i>	<i>SOF MI</i>	<i>SOF Other</i>
[Mean values on 100 point scale]²³²													
I believe that official language training is essential for success on the job.	78.3	76.5	76.4	79.1	82.1	70.4	79.7	78.6	81.0	83.1	78.1	78.8	76.9
I do not believe the official language training focuses on the language skills and mission situations important to SOF. [†]	51.6	53.3	53.4	51.8	44.1	58.4	51.1	44.2	46.6	56.1	44.3	57.5	52.8
I would sacrifice some of the training allocated to my SOF skills training (e.g. weapons training) to shift to language proficiency.	57.5	57.7	56.3	55.6	60.9	46.2	57.6	66.1	70.9	56.3	71.9	63.9	63.7
I do not put much effort into language training. [†]	36.5	38.5	39.0	34.5	35.3	37.7	35.1	36.5	44.2	43.2	37.5	39.4	36.3

²²⁹ ARSOF Overall includes ARSOF personnel, MI assigned to SOF units, and SOF support staff.²³⁰ Non-SOF Linguists are non-SOF MI, FAO, or other non-SOF language-coded positions²³¹ This category contains respondents who were non-SOF affiliated and in non-language-coded positions.²³² All figures in the tables are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

† A high value for these items indicates a more negative attitude, while a low value for these items indicates a more positive attitude towards the importance of training.

Table 7.18 Motivation to Train

	<i>Army Overall</i>	<i>ARSOF Overall²³³</i>	<i>ARSOF Personnel</i>	<i>Non-SOF Linguist²³⁴</i>	<i>Non- SOF Other²³⁵</i>	<i>SF AC</i>	<i>SF RC</i>	<i>CA AC</i>	<i>CA RC</i>	<i>PSYOP AC</i>	<i>PSYOP RC</i>	<i>SOF MI</i>	<i>SOF Other</i>
[Mean values on 100 point scale] ²³⁶													
I want to succeed in language training so that I will do well on missions.	86.1	86.4	85.2	86.1	93.8	81.9	87.8	87.5	87.2	84.3	93.5	89.4	91.1
I am motivated to succeed in language training because I want to receive FLPP.	60.3	57.8	56.4	62.7	50.0	52.4	62.8	66.1	50.6	64.3	55.2	62.7	63.0
I am motivated to succeed in language training because I am accountable to my team for my language abilities.	79.7	77.8	75.6	82.0	75.0	72.9	82.8	78.8	76.2	73.2	77.3	85.9	86.8
I would be more motivated to perform well in language training if it was a criteria for promotions or would be used in future decisions about my job.	67.0	58.8	57.1	73.7	50.0	50.2	59.4	60.7	64.0	64.3	60.4	66.8	65.2
Language training will make a good addition to my resume.	79.6	74.9	74.9	83.3	75.0	66.0	80.7	76.8	81.1	83.3	80.4	70.3	75.0

²³³ ARSOF Overall includes ARSOF personnel, MI assigned to SOF units, and SOF support staff.²³⁴ Non-SOF Linguists are non-SOF MI, FAO, or other non-SOF language-coded positions²³⁵ This category contains respondents who were non-SOF affiliated and in non-language-coded positions²³⁶ All figures in the tables are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

Table 7.19 Open-ended responses regarding changing Initial Acquisition course

What one aspect would you change about this (initial acquisition) course?		
Category of Response	Example Responses ²³⁷	Frequency
Emphasize slang/ dialects/ conversations	I would include more dialect training in the course. While knowing MSA, it is not the typical spoken language in the streets. I would feel alot more comfortable doing my job if I had received more dialect training. DLI does not teach slang. Slang is important for both conventional and unconventional forces though of greater need in SOF. TEACH SLANG. It's important.	28
Add immersion	I would try to send students for immersion for at least part of the time. I found 6 weeks in country to be at least as effective as 6 months in the classroom. Command emphasis to encourage short tours overseas to maintain actual proficiency.	26
Increase duration of training	Increase the duration of the course to allow for better understanding of the material. Make it 6 months for Level II languages. This may be the only lang training that soldiers receive.	20
Customize curriculum to SOF/ MOS	My course was tailored to SF missions. I am PSYOP. I needed more PSYOP specific stuff. Tailor it to specific MOSs. i.e. 98G increase listening, decrease speaking As the team medic it would have been more helpful for medical terms to speak to local health providers.	18
Emphasis on military language	There should be more emphasis on military portion of the course as we were not training to be tour guides. Go over the vocab taught and make sure it is relevant. I do not think I am going to need to learn the Thai terms for, "piping hot soup" or "illegal copy of a mimeographed leaflet".	15
Add newer/ better training materials	The SOLT books that are now being used in the USAJFKSWC SOAF are filled with inaccuracies and mistakes. The teachers and administrators know this but are required to continue using these materials. Update the SOLT BMLC training materials (most were from 1972)!!	11
Higher quality instructors	Having the teachers being a certified teachers. Just because one can speak the language doent mean they are a good teachers. Better teachers with a better understanding of SOF requirements for language training.	9
Deemphasize DLPT proficiency	Find a way to not let the instructors teach for the DLPT. This gave my class inflated scores that did not really reflect our true understanding of Korean In my opinion the course is directed at taking the DLPT. It should be focused more toward the military role of teaching tactics.	7
Other	I would have given more time to the english grammer used in learning the language. One of the big stopping points was in learning what terms the english language uses in learnig the target language (ie subjunctive, preterite, imperative, ect.) REQUIRE target language only spoken in class after certain point in curriculum. Not "it's okay if you don't want to do so."	23

²³⁷ These comments are transcribed directly from the survey responses. No changes in grammar in content were made, except where noted.

Table 7.20 Open-Ended responses regarding curriculum and materials

What are your thoughts on the curriculum and materials?		
Category of Response	Example Responses ²³⁸	Frequency
Helpful/Good	The sheer range of material covered was very useful, the multimedia approach was awesome. We utilized, books, tapes, discs, computerized audio language labs, SCOLA, the internet and some music. Overall, DLI does do a sufficient job but improvement is always possible. I thought the course at DLI was very thorough, the only thing it lacks is a way to separate those students requiring different skills by MOS and or future assignments	37
Old or outdated materials/ errors in materials	SOLT material is riddled with errors, I don't believe there was a single page that was free from error, even unit cover pages were misspelled or written backwards. Definitions were wrong, the text was indecipherable without an instructor. SOLT 1 was used, and it sucked. It had so many typos, upside down pictures, and misnumbered exercises that it didn't lend itself any credibility and we tended to doubt what was written the majority of the time.	34
Not military specific/ Pre-packaged	The books we used were not focused or easy to follow. This was a Berlitz prepared course and did not follow military or SOF related materials. DLI is the gentleman's course. It is vanilla. Although there is military topics, they are macro and very generic. Again it is designed to get you familiar and not a proficient linguist.	21
Too formal- should focus on dialects and slang	Modern Standard Arabic is necessary. But in Iraq, it is only useful if you are sitting down to tea with an Iraqi. In most situations in Baghdad and around the country MSA is pointless. Too formal. Does not cover the way people really speak as much. (Students graduate the 63 week Korean course thinking the way to address everyone is as 'honored teacher!')	12
Poor	Language training has to be pertinent and not a waste of time like it is now. I have twelve years in SF and other than guys being able to order food in a restaurant I have never seen anyone proficient in any language The dialogues were trite and the pace of the program as too slow. The students latched onto the slow program and allowed it to drag rather than encourage the pace to speed up.	11
Too basic	The material provided for students attending language school at USAJFKSWCS is not enough, nor what is needed to achieve a high skill of proficiency. However if students were provided the same material given at DLI, the level of proficiency would be higher.	8
Boring/ not motivating	Materials are too dry to hold interest. The people on the listening tapes sound monotone (and suicidal). Courses should include immersion training in our AO .	4
Other	Use a course or program that is used in universities and high schools. Even better, use language programs that other countries use to teach their own people. The Army needs quality instructors who understand the need to use these skills in target countries and not just trying to score high on the DLPT.	17

²³⁸ These comments are transcribed directly from the survey responses. No changes in grammar in content were made, except where noted.

Table 7.21 Open-Ended responses regarding appropriate focus of training for SOF personnel

What skills should be the focus of language training for SOF personnel?		
Category of Response	Example Responses ²³⁹	Frequency
Speaking/slang	Speaking skills are most necessary in Dari, as the society is 85% illiterate, reading and writing skills are unnecessary. Oral (Speaking/Listening comprehension) skills with solid cultural appreciation is most critical. Often, well-meaning non-native speakers miscommunicate in the target language because of a lack of cultural understanding.	212
Dialects	Every country has different dialects and slangs. More training on those areas before deployment. Countries in which the government believes there will be a complication with in the near future (2-5 years). those to be used in a primary AO and secondary AO. Operators should know 2 languages. One (primary) very well and secondary (speaking).	81
Military/technical vocabulary	Language training should reflect the primary duty MOS of the trainee (i.e. Engineers focus on engineering terms, Medics focus on medical terminology etc.). military terminology; civilian-focused, criminal/terrorism-related terminology; civilian/political and social terminology.	69
Culture/Rapport building	If SOF wants to get in good with the locals... they must understand the language and the culture. First, SOF personnel should learn the language (and cultural) skills necessary to simply communicate with people in the assigned AOR. Second, SOF personnel should learn the language skills necessary to discuss technical or military terms applicable to...	49
All aspects of language	balanced approach to listening, speaking and reading in an immersion program. All language skills should be the focus of language training for SOF personnel.	41
Reading/Writing	speaking and reading documents, for sensitive site exploitation	4
Other	Any language skills as long as it doesn't take away time to maintain combat skills Lang. focus should change with each unit, we each have different jobs and use the target language differently You need the DLI Basic course, then 6 months immersion...minimum. Try it, it will work.	55

²³⁹ These comments are transcribed directly from the survey responses. No changes in grammar in content were made, except where noted.

Table 7.22 Open-Ended responses regarding Special Reserve Component Issues

Are there any issues related to language proficiency and testing specific to being a reservist that were not covered in the survey?		
Category of Response	Example Responses ²⁴⁰	Frequency
Do not prorate FLPP for RC personnel	FLPP needs to be the same for RC; not pro-rated. It still takes the same time to maintain proficiency. Reservists are required to maintain the same proficiency as active duty soldiers but are given only a sum proportionate to the number of drill days we work in a given month. The end result is we study and learn the same but get paid only 1/6 the money.	30
Provide more training opportunities	Our states will not pay for DLI. I strongly desire to attend Language training, but there is no established route for me to pursue to achieve this as a Guardsman. time allocated to language training during drill weekends or annual training	53
Provide more training resources	Yes, I had to buy my own Arabic refresher materials from the Mon.Language Institue. Would really like better access to money for traing without my state stealing and equipment for other NON SOF units in the state.	20
More access to DLPT administrations	In my former unit, DLPT testing was at the initiative of the individual soldier to make arrangements and drive the 3 hours to nearest military base to take the test. Prior to the first deployment to OEF we recieved DLI basic language tapes.	16
More access to immersion	Yes, as I stated, we have a requirement to be able to speak Arabic but cannot get slots for CONUS immersion training because we are not SOF or MI but we still have the requirement based on our OPFOR mission.	6
More structure for FLPP allocation/ training slots	There is no language policies prior to deployment at all, even though interaction with the populace will be a requirement of my duty position(I have been alerted for deployment for OIF within the next 90 days...)	9
Command emphasis on proficiency	No command emphasis on language skills is present within our National Guard unit. I am a member of the HHC of one of the 15 enhanced brigades with members currently deployed to the central Asian theater. Being SF National Guard there are many language training avenues available to me but getting the command to approve and pay for it could be problematic	19
Other	The survey should address reservist that want to employ their language skills while maintaining civilian status and NOT risking deploying more often than a non-linguist. Having a foreign language skill does not have any impact to most resevist. They are not being recognized.	32

²⁴⁰ These comments are transcribed directly from the survey responses. No changes in grammar in content were made, except where noted.

SECTION 8: USE OF TECHNOLOGY

Introduction

This section contained questions intended to assess the respondent's attitudes toward technology-delivered training (TDT) and machine language translation (MLT). Topics included the role of TDT in language training programs, the potential of MLT in helping to perform SOF core tasks, and importance and effectiveness of TDT in the training pipeline. For the complete list of these items and associated findings for Army respondents to this section, see Appendix A, Table A51-A55. For findings specific to ARSOF personnel, see Appendix C, Tables C51-C55. For further information about other relevant subgroups, see Appendices B-R.

Respondents

All ARSOF respondents received this set of questions. There were a total of 413 respondents to this section. One hundred-ninety were ARSOF personnel, and 51 were ARSOF other respondents. ARSOF personnel included individuals categorized as Special Forces (SF), Civil Affairs (CA), and Psychological Operations (PSYOP). ARSOF other includes SOF support, MI Soldiers assigned to a SOF unit, and SOF other.

Summary/Abstract

Findings from this section suggest that opinions related to the use of technology for language learning and performing language-related tasks are mixed. Most respondents felt that TDT was a useful tool, but did not think it should replace human instruction. In general, SOF personnel viewed TDT to be most useful as a supplement, rather than a replacement for traditional language training. This finding was confirmed in the open-ended comments. In general, most respondents had positive opinions of the potential of TDT to enhance future training. Some strong feelings existed surrounding this issue, which was reflected in the open-ended comments for this section. A large number of respondents indicated that TDT has a large potential role in the future, although some indicated that it has no value for the future. Views of MLT, however, were mostly negative overall. Few respondents felt that MLT could be an effective way to accomplish their core SOF tasks. Exposure to various forms of MLT was uniformly low. Interestingly, RC personnel had less experience with TDT and MLT, but more positive views of both. A possible explanation is that TDT enables members of the reserves to receive training that would otherwise be inaccessible. Although most would be willing to try TDT, they think it is more effective for sustainment than for initial acquisition, and is less effective than classroom training for all types of training.

Findings

Overall Findings

TDT. The findings regarding attitudes toward TDT are presented in Table 8.1. Overall, ARSOF personnel neither agreed nor disagreed that TDT was an effective way to learn language skills ($M = 52.0$). ARSOF personnel agreed that for initial acquisition, classroom training is more effective than TDT ($M = 75.5$). They also agreed that TDT is most effective when supplementing classroom instruction ($M = 78.3$). Despite this, ARSOF personnel

moderately agreed that they would be willing to try TDT options if they were available ($M = 66.8$). They indicated being more likely to try TDT if it was scheduled during duty hours, as opposed to on their own time ($M = 74.5$). They also agreed that TDT is only effective when trainees are motivated ($M = 74.6$). ARSOF other respondents indicated attitudes that were consistent with ARSOF personnel. When asked about the role of TDT in future language training, the most common response was that there is potential for TDT to play a large role in the future of language training. However, quite a few respondents also indicated that it has no value for the future. Respondents also indicated that TDT would be most useful as a supplement to traditional training rather than a replacement for traditional training.

MLT. Overall, opinions toward MLT were fairly negative (see Table 8.2). However, the findings presented in Table 8.3, show that only 11.5% of ARSOF personnel indicated that they had ever used MLT. ARSOF personnel disagreed that MLT was an effective way to communicate ($M = 40.1$) and that MLT was effective for performing their SOF core tasks ($M = 39.3$). ARSOF personnel neither agreed nor disagreed that MLT showed promise for the future ($M = 50.7$), but agreed that MLT could not replace human linguists ($M = 76.2$). Very few ARSOF personnel reported having experience with MLT (11.5%). Experience with specific MLT devices (i.e., Phraselator) was also very rare.

Special Forces Findings

TDT. SF RC personnel appeared to have slightly higher opinions of TDT than SF AC personnel. SF AC personnel indicated opinions that were very consistent with ARSOF personnel overall. SF RC personnel agreed slightly more than SF AC personnel that they would be likely to use TDT options if they were available ($M = 74.2, 60.9$), that they believed TDT means that they will be completing training on their own time ($M = 78.2, 65.3$), that TDT is an effective way to learn language skills ($M = 57.8, 49.4$), and that TDT is an effective way to sustain/enhance language skills ($M = 71.8, 63.5$).

MLT. SF personnel had very similar attitudes toward MLT as ARSOF personnel overall. Only 12.8% of SF AC personnel and 6.5% of SF RC personnel have ever used MLT. SF AC personnel had more negative attitudes than SF RC personnel, although both SF AC and SF RC personnel disagreed that MLT was an effective way to communicate ($M = 36.3, 44.4$) or effective for conducting SOF core tasks that require language capability ($M = 38.0, 44.4$). SF AC personnel disagreed that MLT shows promise for the future ($M = 46.3$), while SF RC personnel responded neutrally ($M = 51.3$). However both SF AC and SF RC personnel agreed ($M = 76.7, 65.5$) that MLT cannot replace language trained personnel.

Civil Affairs Findings

TDT. The attitudes held by CA personnel differed between AC and RC subgroups, with RC personnel having more positive opinions of TDT. Although CA AC and CA RC personnel reported that they would be likely to try TDT options if they were available ($M = 67.9, 72.2$), they also agreed that classroom training was more effective for initial acquisition ($M = 67.9, 81.9$). CA AC and CA RC personnel also agreed that TDT is used most effectively when supplementing classroom training ($M = 78.6, 83.3$). One difference between the groups was that CA AC personnel disagreed that TDT was an effective way to learn language skills ($M = 46.4$), while CA RC personnel moderately agreed ($M = 55.6$) that TDT was an effective way to learn a new language.

MLT. Due to the fact that there were fewer than five CA AC personnel who responded to the MLT items in the survey, the data for these respondents should be interpreted with caution. The findings for CA RC personnel are consistent with findings from ARSOF personnel overall. Only 12.5% of CA RC respondents indicated that they had ever used MLT. CA RC personnel indicated that MLT is not an effective way to communicate ($M = 43.2$) and that it is not effective for conducting SOF core tasks that require language capability ($M = 47.2$). CA RC personnel strongly agreed ($M = 85.4$) that MLT could never replace human linguists, but moderately agreed that MLT shows promise for the future ($M = 54.6$).

Psychological Operations Findings

TDT. PSYOP personnel indicated attitudes that were consistent with attitudes indicated by other ARSOF personnel. Both PSYOP AC and PSYOP RC personnel strongly agreed ($M = 75.8, 77.5$) that classroom training is more usefully than TDT for the initial acquisition of a language. PSYOP RC personnel agreed more than any other ARSOF personnel group that they would be likely to use TDT options if they were available ($M = 84.1$). While PSYOP AC personnel slightly agreed that TDT is an effective way to learn language skills ($M = 54.6$), PSYOP RC personnel disagreed that TDT was an effective way to learn language ($M = 45.0$). Both PSYOP AC and PSYOP RC personnel agreed that TDT was effective in sustaining language skills ($M = 63.6, 75.0$).

MLT. PSYOP AC personnel responded consistently with ARSOF personnel overall regarding attitudes toward MLT. PSYOP AC personnel disagreed that MLT is an effective way to communicate ($M = 47.2$) and disagreed that MLT is effective for conducting SOF core tasks that require language capability ($M = 40.3$). However, this group indicated that highest level of agreement when compared to the other ARSOF personnel subgroups that MLT shows promise for the future ($M = 62.5$). PSYOP RC personnel had the most negative opinions of MLT when compared to the other personnel subgroups. PSYOP RC personnel strongly disagreed that MLT could be effective for conducting SOF core tasks ($M = 18.8$) and also indicated that MLT does not show promise for the future ($M = 45.0$). PSYOP RC personnel also indicated the highest level of agreement ($M = 92.9$) when compared to other ARSOF personnel subgroups that MLT could not replace language-trained personnel. No PSYOP RC personnel reported that they had ever used MLT, while 15.2% of PSYOP AC personnel had ever used MLT.

Reserve Component Findings

TDT. Within SF, CA, and PSYOP groups, RC personnel indicated that they would be willing to try TDT even though they felt classroom training was the better option. There was also agreement that they felt TDT would require them to complete training on their own time. Open-ended comments suggest that TDT enables RC personnel to gain access to training when there would otherwise be none available.

Table 8.1 Attitudes Regarding Technology-Delivered Training (TDT)

	<i>Army Overall</i>	<i>ARSOF Overall²⁴¹</i>	<i>ARSOF Personnel</i>	<i>Non-SOF Linguist²⁴²</i>	<i>Non- SOF Other²⁴³</i>	<i>SF AC</i>	<i>SF RC</i>	<i>CA AC</i>	<i>CA RC</i>	<i>PSYOP AC</i>	<i>PSYOP RC</i>	<i>SOF MI</i>	<i>SOF Other</i>
[Mean values on 100 point scale] ²⁴⁴													
I believe that classroom training is more useful than TDT for the initial acquisition of a language.	78.1	76.8	75.5	79.0	85.7	73.6	78.1	67.9	81.9	75.8	77.5	81.7	81.9
I would be likely to use TDT options if they were available.	68.7	67.0	66.8	70.4	75.0	60.9	74.2	67.9	72.2	66.4	84.1	67.3	67.8
I believe that TDT means that I will be completing training on my own time/at home (e.g. not duty time).	66.1	67.3	67.9	63.4	72.5	65.3	78.2	64.3	72.2	66.7	59.1	68.3	65.1
I believe that TDT is used most effectively when supplementing classroom instruction.	78.6	77.8	78.3	78.7	85.7	75.3	78.9	78.6	83.3	78.8	90.9	75.0	76.0

²⁴¹ ARSOF Overall includes ARSOF personnel, MI assigned to SOF units, and SOF support staff.²⁴² Non-SOF linguists are non-SOF MI, FAO, or other non-SOF language-coded positions²⁴³ This category contains respondents who were non-SOF affiliated and in non-language-coded positions.²⁴⁴ All figures in the tables are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

Table 8.1 Attitudes Regarding Technology-Delivered Training (cont.)

<i>Army Overall</i>	<i>ARSOF Overall²⁴⁵</i>	<i>ARSOF Personnel</i>	<i>Non- SOF Linguist²⁴⁶</i>	<i>Non- SOF Other²⁴⁷</i>	<i>SF AC</i>	<i>SF RC</i>	<i>CA AC</i>	<i>CA RC</i>	<i>PSYOP AC</i>	<i>PSYOP RC</i>	<i>SOF MI</i>	<i>SOF Other</i>	
[Mean values on 100 point scale] ²⁴⁸													
I would be more likely to use TDT if it was scheduled (i.e., on duty time) versus when it is on my own time (i.e., not duty time).	74.6	75.1	74.5	74.7	68.4	71.1	75.8	75.0	80.6	79.6	72.2	76.9	77.7
I believe that TDT is an effective way to learn language skills.	53.3	50.7	52.0	55.7	65.5	49.4	57.8	46.4	55.6	54.6	45.0	45.2	45.9
I believe that TDT is an effective way to sustain/enhance my language skills.	68.4	66.6	66.7	70.6	72.6	63.5	71.8	64.3	75.0	63.6	75.0	66.1	66.3
I believe that TDT is only effective when trainees are motivated.	75.3	74.4	74.6	77.3	71.4	71.3	78.9	78.6	80.6	72.7	81.8	72.0	73.5

²⁴⁵ ARSOF Overall includes ARSOF personnel, MI assigned to SOF units, and SOF support staff.²⁴⁶ Non-SOF linguists are non-SOF MI, FAO, or other non-SOF language-coded positions²⁴⁷ This category contains respondents who were non-SOF affiliated and in non-language-coded positions²⁴⁸ All figures in the tables are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

Table 8.2 Attitudes Toward Machine Language Translation (MLT)²⁴⁹

<i>Army Overall</i>	<i>ARSOF Overall²⁵⁰</i>	<i>ARSOF Personnel</i>	<i>Non-SOF Linguist²⁵¹</i>	<i>Non- SOF Other²⁵²</i>	<i>SF AC</i>	<i>SF RC</i>	<i>CA AC</i>	<i>CA RC</i>	<i>PSYOP AC</i>	<i>PSYOP RC</i>	<i>SOF MI</i>	<i>SOF Other</i>
[Mean values on 100 point scale] ²⁵³												
I believe MLT is an effective way to communicate. 37.2	38.1	40.1	34.3	50.0	36.3	44.4	37.5*	43.2	47.2	31.3	30.1	31.5
I believe that MLT is effective for the SOF core tasks I conduct that require language capability. 38.7	37.1	39.3	42.4	33.3	38.0	44.4	31.3*	47.2	40.3	18.8	28.9	38.7
I believe that MLT shows promise for the future. 53.5	50.7	50.7	58.2	50.0	46.3	51.3	50.0*	54.6	62.5	45.0	50.9	53.5
I believe that MLT cannot replace language trained operators. 80.0	78.0	76.2	83.0	83.0	76.7	65.5	50.0*	85.4	80.3	92.9	83.3	80.0

²⁴⁹ Respondents to this set of questions indicated that they had used some form of MLT device. Examples include the Phraselator, Voice Response Translator (VRT), and S-Minds. A total of 62 respondents indicated they had used MLT, while 344 indicated they had not.

²⁵⁰ ARSOF Overall includes ARSOF personnel, MI assigned to SOF units, and SOF support staff.

²⁵¹ Non-SOF linguists are non-SOF MI, FAO, or other non-SOF language-coded positions

²⁵² This category contains respondents who were non-SOF affiliated and in non-language-coded positions

²⁵³ All figures in the tables are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

Table 8.3 Percentage of Respondents Having Experience with Machine Language Translation²⁵⁴

	<i>ARSOF Overall²⁵⁵</i>	<i>ARSOF Personnel</i>	<i>Non-SOF Linguist²⁵⁶</i>	<i>Non-SOF Other²⁵⁷</i>	<i>SF AC</i>	<i>SF RC</i>	<i>CA AC</i>	<i>CA RC</i>	<i>PSYOP AC</i>	<i>PSYOP RC</i>	<i>SOF MI</i>	<i>SOF Other</i>
Percent of Group with “Yes” Answers												
Have you ever used MLT?	15.3	14.2	11.5	18.3	5.0	12.8	6.5	12.5	12.5	15.2	--	23.3 24.0
Have you ever used the Phraselator?	9.5	11.5	10.6	7.7	--	10.0	6.3	25.0	5.6	18.2	9.1	13.3 13.5
Have you ever used a Voice Response Translator?	4.3	2.6	3.3	6.5	--	3.3	6.3	--	--	--	--	6.7 5.8
Have you ever used S-Minds?	1.2	0.8	0.5	1.9	--	1.1	--	--	--	--	--	2.3 2.0

²⁵⁴ All figures in this table represent the percentage of respondents who indicated having experience with the given mode of technology versus those who did not. Blank, skipped, or N/A responses were not included in these calculations.

²⁵⁵ ARSOF Overall includes ARSOF personnel, MI assigned to SOF units, and SOF support staff.

²⁵⁶ Non-SOF Linguists are non-SOF MI, FAO, or other non-SOF language-coded positions

²⁵⁷ This category contains respondents who were non-SOF affiliated and in non-language-coded positions

SECTION 9: ORGANIZATIONAL CLIMATE AND SUPPORT

Introduction

This section presents respondents' perceptions of organizational climate and support according to how well their chains of command provide support in terms of language. For the complete list of items and associated findings for Army respondents overall to this section, please see Appendix A, Table A56. For findings specific to ARSOF personnel, please see Appendix C, Table C56. For further information about relevant subgroups, please see Appendices B-R.

Respondents

All respondents received this set of questions. There were a total of 760 Army respondents to this section. Two-hundred eighty-nine were classified as ARSOF personnel, while 73 were categorized as ARSOF other. ARSOF personnel included Special Forces (SF), Civil Affairs (CA), and Psychological Operations (PSYOP). ARSOF other includes individuals categorized as SOF support, MI Soldiers assigned to a SOF unit, and SOF other.

Summary/Abstract

Responses to items in this section indicated that there is a great need for improvement in command support for language. The areas that received more favorable (although still negative) ratings were placing emphasis on taking the DLPT on time and providing language learning materials. The areas that were assigned more unfavorable ratings were providing recognition and awards related to language, encouraging the use of language during non-language training, and finding ways to increase time for language training. Few positive grades were assigned in any dimensions of organizational support for language. Although slightly more favorable than SOF responses, the patterns of results was similar for non-SOF linguists.

Findings

Overall Findings

Table 9.1 contains the grades assigned by respondents who were evaluating their chains of command in terms of the support they provide for language training and other issues relevant to language. The grades provided by ARSOF personnel were generally negative. Looking across all dimensions of organizational support presented on the survey, there were more D's and F's assigned than A's, B's, or C's. Areas that received more unfavorable ratings (i.e., mostly D's and F's) were providing recognition and awards related to language (74.6% D's and F's), encouraging the use of language during non-language training (63.9% D's and F's), and finding ways to increase time for language training (63.2% D's and F's). Areas that received more favorable ratings included how well the command places emphasis on taking the DLPT on time (32.3% D's and F's) and provides language learning materials (47.9% D's and F's). Although these two areas received more favorable ratings than the other dimensions of organizational support, overall the ratings of organizational support were negative.

Non-SOF other respondents assigned the most negative grades to their command when compared to ARSOF personnel, ARSOF other respondents, MI Soldiers assigned to a SOF unit, and non-SOF linguists. Non-SOF other respondents assigned more D's and F's (68.4%) across all dimensions of organizational support than any of these groups. MI Soldiers assigned to a SOF unit assigned the most positive ratings, although they still assigned a large percentage of D's and F's (49.3%) when looking across all dimensions of organizational support. Across all groups the most negative ratings were assigned to how well the respondents' chains of command provide awards and recognition related to language, finding ways to increase time for language training, and encouraging the use of language during non-language training.

Special Forces Findings

Overall, SF RC personnel assigned more D's and F's than SF AC personnel. Both SF AC and SF RC personnel assigned the lowest ratings to how well their chain of command provides awards and recognition related to language training (78.1% D's and F's; 70.9% D's and F's). SF AC personnel also assigned low ratings to how well their chains of command finds ways to increase time for language training (67.8% D's and F's) and how well their chains of command allocate duty hours to language training or practice (63.2% D's and F's). SF RC personnel rated their command poorly on encouraging the use of language during non-language training (70.2% D's and F's) and ensuring that pre-deployment training is available (68.8% D's and F's).

There were some important differences between SF AC and SF RC personnel in terms of ratings of language-related organizational support that were assigned to their chains of command. SF RC personnel assigned more D's and F's than SF AC personnel regarding how well their chains of command provide language learning materials (50.5%, 38.2%), how well the command places emphasis on taking the DLPT on time (54.2%, 13.0%), ensuring quality language instruction is available (60.4%, 47.0%), and ensuring that pre-deployment training is available (68.8%, 58.2%).

Civil Affairs Findings

Overall, both CA AC and CA RC personnel assigned a large percentage of D's and F's when evaluating their chains of command, although CA RC personnel assigned a slightly higher percentage than CA AC personnel. Both CA AC and CA RC personnel assigned the lowest ratings to how well their chain of command provides awards and recognition related to language training (71.5% D's and F's; 82.3% D's and F's). CA AC personnel also assigned low ratings to how well their chains of command provides support to help acquire and maintain enough proficiency to qualify for FLPP (64.3% D's and F's), finds ways to increase time for language training (64.3% D's and F's), encourages the use of language during non-language training (64.3% D's and F's), places command emphasis on proficiency (64.3% D's and F's), ensures quality language instruction is available (64.3% D's and F's), and how well their chains of command allocate duty hours to language training or practice (64.3% D's and F's). CA RC personnel rated their command poorly on ensuring quality language instruction is available (72.8% D's and F's), providing support to help acquire and maintain enough proficiency to qualify for FLPP (68.9% D's and F's), allocates duty hours to language training or practice (68.9% D's and F's), encourages the use of language during non-language training (68.9% D's and F's), and finds ways to increase time for language training (68.9% D's and F's).

Psychological Operations Findings

PSYOP AC personnel rated their command higher (i.e., more C's and less F's) in terms of organizational support for language-related issues than any other SOF personnel subgroup. Overall, this group assigned fewer D's and F's when compared to the other SOF personnel groups. However, it is important to note that these ratings are still unfavorable. PSYOP AC personnel assigned the most negative ratings to how well their chains of command provides recognition and awards related to language (70.4% D's and F's) and the most favorable ratings to how well their chains of command allocate duty hours to language training or practice (18.2% D's and F's). PSYOP RC personnel rated their chains of command similarly to the ARSOF personnel overall. PSYOP RC operators assigned a large percentage of D's and F's when evaluating their chains of command. This group assigned the most negative ratings when rating how well their chains of command encourage the use of language during non-language training (69.5% D's and F's) and how well their chains of command allocate duty hours to language training or practice (64.2% D's and F's).

Reserve Component Findings

No clear pattern emerged on to differentiate the grading of AC and RC personnel; except all RC personnel rated their commands more negatively in terms of organizational support for language than AC personnel in general. The largest difference was seen between PSYOP RC and PSYOP AC personnel; PSYOP RC personnel assigned more D's and F's overall to their chains of command when compared with PSYOP AC personnel.

Table 9.1 Ratings of Organizational Support

		<i>Army Overall</i>	<i>ARSOF Overall²⁵⁸</i>	<i>ARSOF Personnel</i>	<i>Non-SOF Linguist²⁵⁹</i>	<i>Non-SOF Other²⁶⁰</i>	<i>SF AC</i>	<i>SF RC</i>	<i>CA AC</i>	<i>CA RC</i>	<i>PSYOP AC</i>	<i>PSYOP RC</i>	<i>SOF MI</i>	<i>SOF Other</i>
Percentage of Respondents Choosing Each Grade ²⁶¹														
Providing support to help you acquire and maintain enough proficiency to qualify for FLPP	A	6.0	3.0	2.4	10.8	2.8	4.4	0.0	7.1	2.2	0.0	0.0	5.6	0.0
	B	9.4	10.5	9.7	9.4	5.6	5.3	12.5	7.1	6.7	15.9	21.7	13.0	25.0
	C	27.1	28.0	26.0	27.8	22.4	31.6	22.9	21.4	22.2	25.0	17.4	37.0	25.0
	D	21.8	25.2	26.4	19.1	17.8	21.1	29.2	21.4	35.6	31.8	21.7	22.2	12.5
	F	35.7	33.2	35.4	33.0	51.4	37.7	35.4	42.9	33.3	27.3	39.1	22.2	37.5
Providing recognition and awards related to language	A	4.6	3.1	2.8	7.2	2.8	1.8	0.0	0.0	4.4	4.5	8.7	3.8	0.0
	B	5.9	4.4	4.5	8.6	3.7	4.4	6.3	0.0	2.2	2.3	13.0	3.8	0.0
	C	20.6	18.1	18.1	24.8	17.8	15.8	22.9	28.6	11.1	22.7	17.4	15.1	12.5
	D	25.0	30.0	30.2	21.0	18.7	31.6	18.8	28.6	35.6	40.9	17.4	32.1	25.0
	F	43.9	44.4	44.4	38.3	57.0	46.5	52.1	42.9	46.7	29.5	43.5	45.3	62.5
Providing language learning materials	A	6.6	4.7	4.2	10.3	2.8	7.8	0.0	0.0	2.2	4.7	0.0	7.4	0.0
	B	13.1	15.8	16.0	12.1	6.5	19.1	10.4	14.3	13.3	16.3	17.4	16.7	0.0
	C	30.3	33.2	31.9	30.3	20.6	34.8	29.2	35.7	24.4	34.9	30.4	37.0	37.5
	D	21.0	25.5	27.1	17.2	15.9	21.7	29.2	21.4	33.3	34.9	26.1	22.2	0.0
	F	29.0	20.8	20.8	30.0	54.2	16.5	31.3	28.6	26.7	9.3	26.1	16.7	62.5

²⁵⁸ ARSOF Overall includes ARSOF personnel, MI assigned to SOF units, and SOF support staff.²⁵⁹ Non-SOF Linguists are non-SOF MI, FAO, or other non-SOF language-coded positions²⁶⁰ This category contains respondents who were non-SOF affiliated and in non-language-coded positions²⁶¹ All values reported in this table are percentages of the total response for an item. Blank responses were not included in these calculations.

Table 9.1 Ratings of Organizational Support (cont.)

		<i>Army Overall</i>	<i>ARSOF Overall²⁶²</i>	<i>ARSOF Personnel</i>	<i>Non-SOF Linguist²⁶³</i>	<i>Non-SOF Other²⁶⁴</i>	<i>SF AC</i>	<i>SF RC</i>	<i>CA AC</i>	<i>CA RC</i>	<i>PSYOP AC</i>	<i>PSYOP RC</i>	<i>SOF MI</i>	<i>SOF Other</i>
Percentage of Respondents Choosing Each Grade ²⁶⁵														
Allocating duty hours to language training or practice	A	7.1	5.3	3.5	10.7	3.7	5.3	0.0	7.1	0.0	6.8	0.0	10.7	0.0
	B	10.4	12.3	12.5	10.3	4.7	6.1	6.4	21.4	4.4	38.6	17.4	10.3	14.3
	C	27.9	27.9	16.0	28.9	25.2	25.4	29.8	7.1	26.7	36.4	17.4	28.9	42.9
	D	18.5	22.0	22.6	15.1	15.9	27.2	12.8	28.6	31.1	11.4	21.7	15.1	14.3
	F	36.1	32.6	34.8	35.1	50.5	36.0	51.1	35.7	37.8	6.8	43.5	35.1	28.6
Encouraging the use of language during non-language training	A	4.8	2.8	2.1	7.9	2.8	2.6	0.0	7.1	2.2	2.3	0.0	7.9	0.0
	B	8.1	8.0	8.7	8.9	5.6	6.1	8.5	7.1	2.2	13.6	26.1	8.9	0.0
	C	27.5	25.8	10.8	30.1	25.2	30.7	23.4	21.4	26.7	25.0	4.3	30.2	25.0
	D	23.2	27.4	27.1	20.9	15.0	22.8	25.5	21.4	31.1	36.4	30.4	21.0	25.0
	F	36.9	36.0	36.8	32.2	51.4	37.7	44.7	42.9	37.8	22.7	39.1	32.3	50.0
Placing command emphasis on proficiency	A	7.8	5.6	5.6	11.8	4.7	6.1	6.3	7.1	2.2	2.3	13.0	11.8	0.0
	B	12.7	14.4	12.8	14.2	2.8	14.0	10.4	7.1	11.1	15.9	13.0	14.2	37.5
	C	27.0	28.6	27.4	26.4	23.4	27.2	25.0	21.4	28.9	38.6	13.0	26.4	25.0
	D	20.5	25.0	27.4	17.4	14.0	24.6	29.2	21.4	26.7	34.1	30.4	17.4	12.5
	F	31.9	26.4	26.7	30.2	55.1	28.1	29.2	42.9	31.1	9.1	30.4	30.2	25.0

²⁶² ARSOF Overall includes ARSOF personnel, MI assigned to SOF units, and SOF support staff.²⁶³ Non-SOF Linguists are non-SOF MI, FAO, or other non-SOF language-coded positions²⁶⁴ This category contains respondents who were non-SOF affiliated and in non-language-coded positions²⁶⁵ All values reported in this table are percentages of the total response for an item. Blank responses were not included in these calculations.

Table 9.1 Ratings of Organizational Support (cont.)

		<i>Army Overall</i>	<i>ARSOF Overall²⁶⁶</i>	<i>ARSOF Personnel</i>	<i>Non- SOF Linguist²⁶⁷</i>	<i>Non- SOF Other²⁶⁸</i>	<i>SF AC</i>	<i>SF RC</i>	<i>CA AC</i>	<i>CA RC</i>	<i>PSYOP AC</i>	<i>PSYOP RC</i>	<i>SOF MI</i>	<i>SOF Other</i>
Percentage of Respondents Choosing Each Grade ²⁶⁹														
Ensuring quality language instruction is available	A	7.0	6.1	5.6	9.8	2.8	8.7	2.1	7.1	2.3	4.5	4.3	9.3	0.0
	B	12.2	15.2	14.2	11.1	4.7	14.8	12.5	7.1	6.8	27.3	8.7	16.7	25.0
	C	26.2	26.9	25.3	27.5	20.6	29.6	25.0	21.4	18.2	25.0	21.7	37.0	12.5
	D	22.4	27.7	29.9	17.8	16.8	27.0	22.9	28.6	45.5	34.1	21.7	20.4	12.5
	F	32.2	24.1	25.0	33.8	55.1	20.0	37.5	35.7	27.3	9.1	43.5	16.7	50.0
Ensuring pre-deployment training is available	A	7.3	5.8	5.2	10.1	4.7	8.7	0.0	14.3	4.4	2.3	0.0	7.4	0.0
	B	11.3	11.7	11.8	11.5	9.3	7.8	10.4	7.1	15.6	20.5	13.0	13.0	0.0
	C	28.8	28.3	27.0	29.4	29.0	25.2	20.8	28.6	28.9	31.8	34.8	31.5	50.0
	D	21.4	28.6	31.5	15.4	13.1	30.4	37.5	21.4	26.7	38.6	26.1	18.5	0.0
	F	31.2	25.6	24.6	33.6	43.9	27.8	31.3	28.6	24.4	6.8	26.1	29.6	50.0
Placing command emphasis on taking the DLPT on time	A	17.2	22.7	25.3	14.3	6.5	47.0	4.2	14.3	6.8	20.5	13.0	13.0	0.0
	B	16.3	19.9	17.7	16.1	4.7	17.4	12.5	14.3	13.6	36.4	4.3	31.5	12.5
	C	24.8	25.8	24.7	24.8	21.5	22.6	29.2	21.4	29.5	20.5	26.1	29.6	37.5
	D	14.5	14.1	14.9	16.1	11.2	5.2	25.0	7.1	27.3	15.9	21.7	11.1	0.0
	F	27.2	17.5	17.4	28.7	56.1	7.8	29.2	42.9	22.7	6.8	34.8	14.8	50.0

²⁶⁶ ARSOF Overall includes ARSOF personnel, MI assigned to SOF units, and SOF support staff.²⁶⁷ Non-SOF Linguists are non-SOF MI, FAO, or other non-SOF language-coded positions²⁶⁸ This category contains respondents who were non-SOF affiliated and in non-language-coded positions²⁶⁹ All values reported in this table are percentages of the total response for an item. Blank responses were not included in these calculations.

Table 9.1 Ratings of Organizational Support (cont.)

		<i>Army Overall</i>	<i>ARSOF Overall</i> ²⁷⁰	<i>ARSOF Personnel</i>	<i>Non- SOF Linguist</i>	<i>Non- SOF Other</i> ²⁷¹	<i>SF AC</i>	<i>SF RC</i>	<i>CA AC</i>	<i>CA RC</i>	<i>PSYOP AC</i>	<i>PSYOP RC</i>	<i>SOF MI</i>	<i>SOF Other</i>
Percentage of Respondents Choosing Each Grade ²⁷²														
Finding ways to increase time for language training	A	3.8	2.5	2.1	5.9	2.8	3.5	0.0	0.0	2.2	2.3	0.0	3.7	0.0
	B	6.5	6.1	6.3	7.3	5.6	3.5	4.3	14.3	4.4	9.1	17.4	5.6	0.0
	C	28.4	30.2	28.5	29.4	19.6	25.2	31.9	21.4	24.4	43.2	21.7	33.3	50.0
	D	22.2	25.5	25.7	20.1	16.8	28.7	21.3	21.4	28.9	29.5	8.7	27.8	12.5
	F	39.1	35.7	37.5	37.4	55.1	39.1	42.6	42.9	40.0	15.9	52.2	29.6	37.5
Ensuring that personnel in language training are not pulled for non-critical details	A	5.1	4.4	4.2	6.8	2.8	4.4	2.1	14.3	0.0	4.5	8.7	5.7	0.0
	B	7.6	7.5	7.6	9.3	3.7	4.4	8.3	7.1	2.2	18.2	13.0	7.5	0.0
	C	32.2	35.3	35.8	31.0	25.2	36.8	43.8	28.6	40.0	29.5	21.7	26.4	62.5
	D	19.3	21.7	21.5	17.4	15.9	23.7	16.7	14.3	26.7	22.7	13.0	24.5	0.0
	F	35.8	31.1	30.9	35.6	52.3	30.7	29.2	35.7	31.1	25.0	43.5	35.8	37.5

²⁷⁰ ARSOF Overall includes ARSOF personnel, MI assigned to SOF units, and SOF support staff.²⁷¹ This category contains respondents who were non-SOF affiliated and in non-language-coded positions²⁷² All values reported in this table are percentages of the total response for an item. Blank responses were not included in these calculations.

SECTION 10: LANGUAGE AND ATTRITION

Introduction

This section contained questions intended to assess the role of language issues in attrition. For the complete list of items and associated findings for Army respondents overall to this section, see Appendix A, Table A57. For findings specific to ARSOF personnel, see Appendix C, Table C57. For further information about other relevant subgroups, see Appendices B-R.

Respondents

All ARSOF respondents received this set of questions. There were a total of 417 responses. Two-hundred seventy-two were ARSOF personnel, and 56 were ARSOF other respondents. The remainder were non-SOF respondents. ARSOF personnel included Special Forces (SF), Civil Affairs (CA), and Psychological Operations (PSYOP). ARSOF other includes individuals categorized as SOF support, MI Soldiers assigned to a SOF unit, and SOF other.

Summary/Abstract

Findings from this section indicate that language related issues did not appear to influence overall intentions to leave SOF, particularly for AC personnel. RC personnel were more likely to indicate that they had considered leaving to pursue a higher-paying job, but overall intent to leave was quite low. RC personnel were more likely to suggest that language played a role in their decision to leave SOF than AC personnel. This suggests that the unsatisfactory outcomes related to language training and support were a greater concern for RC personnel and tended to influence their decision to re-enlist more so than AC personnel. ARSOF other respondents indicated the highest intent to leave SOF compared to the other subgroups.

Findings

Overall Findings

Table 10.1 contains responses to questions regarding intentions to leave SOF. Overall intent to leave was quite low. ARSOF personnel agreed that they were likely to re-enlist ($M = 72.3$). Issues related to language proficiency did not influence their decision to re-enlist ($M = 35.4$). ARSOF personnel also strongly disagreed that an increase in language requirements would cause them to leave SOF ($M = 18.4$), or that an inability to obtain training would cause them to leave ($M = 22.4$). ARSOF other respondents were more likely to consider leaving for a higher-paying civilian job ($M = 64.1$) than ARSOF personnel ($M = 40.2$). ARSOF other respondents were also the least likely to re-enlist in SOF ($M = 58.3$).

As tenure increased, the intent to leave SOF decreased. For those with 0-4 years of tenure, neither agreement nor disagreement ($M = 49.8$) was given that their decisions to re-enlist were based in part on language issues. However, those with more than nine years of tenure strongly disagreed ($M = 29.1$) that their decision to re-enlist was based in part on language issues. Those with the least tenure were also the least likely to indicate they were re-enlisting in SOF ($M = 63.4$).

Special Forces Findings

SF personnel indicated that they were likely to re-enlist in SOF, with SF RC personnel being slightly more likely than SF AC personnel ($M = 77.3, 70.9$). SF RC personnel neither agreed nor disagreed ($M = 50.0$) that they had considered leaving SOF to pursue a higher-paying job, while SF AC personnel disagreed ($M = 32.6$). SF RC personnel also slightly disagreed ($M = 42.2$) that their decision to re-enlist was based in part on language issues, while SF AC personnel strongly disagreed ($M = 22.8$). This discrepancy was also seen for other items in this section.

Civil Affairs Findings

CA AC and CA RC personnel disagreed that they would leave SOF if they could not get the training they needed ($M = 26.9, 29.7$) and also disagreed that they had considered leaving SOF to pursue a higher-paying job ($M = 39.6, 37.9$). CA AC and CA RC personnel had fairly consistent responses, with the exception that CA RC reported being somewhat less likely to re-enlist than CA AC personnel ($M = 69.0, 79.2$). CA RC personnel neither agreed nor disagreed that their decision to re-enlist was based on language proficiency issues ($M = 50.9$) while CA AC personnel disagreed ($M = 37.5$).

Psychological Operations Findings

Both PSYOP AC and RC personnel were more likely than ARSOF personnel overall to indicate they had considered leaving SOF for a higher-paying job ($M = 49.4, 48.7$). PSYOP RC personnel were also the only group to agree that their decision to re-enlist was based in part on language proficiency issues ($M = 58.8$), while PSYOP AC personnel disagreed ($M = 39.9$).

Reserve Component Findings

RC personnel were more likely to indicate that language concerns influenced their decisions than their AC counterparts (see Table 10.1). All three RC groups agreed more strongly than their AC counterparts that their decision to re-enlist in SOF is based on part of issues related to language proficiency (SF RC: $M = 42.2$; CA RC: $M = 50.9$; PSYOP RC: $M = 58.8$).

Table 10.1 Intention to Leave SOF

	<i>ARSOF Personnel</i>	<i>SF AC</i>	<i>SF RC</i>	<i>CA AC</i>	<i>CA RC</i>	<i>PSYOP AC</i>	<i>PSYOP RC</i>	<i>SOF Other²⁷³</i>	<i>Tenure (yrs as SOF personnel)²⁷⁴</i>			
									0-4	5-8	9-16	17+
[Mean values on 100 point scale] ²⁷⁵												
I intend to leave SOF if I am unable to get the language training I need.	22.4	15.2	27.8	26.9	29.7	21.2	36.4	38.9	38.3	24.5	22.7	21.4
I have considered leaving SOF to pursue a job in the civilian world where my skills will be highly compensated.	40.2	32.6	50.0	39.6	37.9	49.4	48.7	64.1	53.9	42.3	46.8	38.7
I intend to leave SOF if language requirements are increased.	18.4	16.9	20.1	13.5	15.5	22.5	23.7	26.4	25.4	19.2	23.0	21.2
I am likely to re-enlist in SOF. ²⁷⁶	72.3	70.9	77.3	79.2	69.0	73.6	68.4	58.3	63.4	74.7	69.7	72.2
My decision to re-enlist in SOF is based in part on issues relating to language proficiency.	35.4	22.8	42.2	37.5	50.9	39.9	58.8	52.0	49.8	40.0	30.1	29.1

²⁷³ This category contains MI soldiers assigned to SOF units, and SOF support.

²⁷⁴ Respondents were asked to indicate their total number of years of tenure with SOF.

²⁷⁵ All figures in the tables are 100-point means. Respondents were asked to indicate their responses on a 5-point scale. For further information on how these scores were calculated, see INTERPRETING THE RESULTS.

SECTION 11: RESERVE COMPONENT ISSUES

Introduction

This section addresses the concerns raised by Army reserve component (RC) personnel. No survey section was devoted specifically to reserve issues. Rather, the most salient findings from Army RC personnel who participated in the survey were compiled to demonstrate the nature and scope of issues facing RC personnel. For specific findings regarding a particular issue, refer to the appropriate section of the survey findings (Sections 1-10 of this report). See Appendix N for item-by-item responses from ARSOF RC personnel and see Appendix R for item-by-item response from Army RC personnel.

Respondents

A total of 356 respondents to the survey indicated that they were a member of the Reserves/National Guard. A total of 118 ARSOF personnel who responded to the survey indicated that they were a member of the reserve component. Of the ARSOF RC personnel who responded, 40.7% were SF personnel, 39.0% were CA personnel, and 20.3% were PSYOP personnel. The remaining respondents were MI Soldiers assigned to SOF units, non-SOF Linguists, SOF other and respondents classified as non-SOF (See Appendix R, Table R62 for more details).

Findings

Overall Army RC Personnel Findings

The following paragraphs are meant to provide an overview of the specific issues facing Army RC personnel, although no specific comparisons are made between this group and other survey respondents. The information discussed in this section is based on information presented in Appendix R. Army RC personnel who responded to the survey expressed concerns in four major areas: language use on deployment, official language testing, FLPP, and language training.

In terms of language use on deployment, Army RC personnel reported using language skills frequently on deployment, but also reported feeling unprepared for the deployment in terms of language and cultural understanding. Army RC personnel also reported a heavy reliance on interpreters both inside and outside their AOR. However, Army RC personnel expressed moderate to moderately high levels of confidence in their ability to use language on deployment. Army RC personnel reported the highest levels of confidence in their ability to satisfy minimum courtesy requirements and engage in simple face-to-face conversations, but were somewhat less confident in their ability to use military terminology.

Army RC personnel expressed neutral opinions toward the DLPT and its relation to activities performed while on deployment. This group also viewed the DLI OPI as more related to mission performance than the DLPT. Open-ended responses (See Table 11.1) revealed that Army RC personnel have limited access to administration of the DLPT which may explain their neutral attitudes toward the test.

With regards to FLPP, Army RC personnel expressed moderate levels of agreement that FLPP was motivating, but disagreed that the procedures for allocating FLPP were fair and straightforward. Army RC personnel indicated that FLPP would be more motivating if the unit would provide more time and resources for language training and if the amounts were increased. Open-ended responses revealed that Army RC personnel believe that FLPP is unfair because it is pro-rated and indicate that they should be paid a similar amount to Active Duty Soldiers for the time dedicated to learning and maintaining a language (See Table 11.1).

A large number of Army RC personnel indicated that they had not received any type of language training in the past four years. In fact, 58.1% of respondents indicated that they had never received language training paid for or sponsored by the military or government. Even fewer respondents reported having participated in immersion training. Those who participated in training expressed favorable attitudes toward the instructor and curriculum for both initial acquisition and sustainment/enhancement training. Although few Army RC personnel participated in immersion training, those who did expressed favorable attitudes toward training. Questions concerning general attitudes toward immersion training for all respondents, regardless of participation in immersion training, revealed that Army RC personnel perceive that selection for immersion training is unfair. Army RC personnel also indicated that immersion training should be a regular part of the training curriculum.

Army RC personnel perceived a lack of command support for language training, but that they would be willing to dedicate time and effort to language training if the resources and support were available. A large percentage of Army RC personnel reported having used TDT, and expressed favorable attitudes toward this type of training and somewhat optimistic attitudes about its use in the future. However, Army RC personnel expressed more negative attitudes regarding the use of MLT. When evaluating organizational support, Army RC personnel expressed negative evaluations of their chains of command in areas such as allocating appropriate duty hours for studying a language and dedicating appropriate resources to language training.

ARSOF RC Personnel Findings

The major areas of concern for ARSOF RC personnel included language use on deployment, official language testing, FLPP, and language training. In terms of language use on deployment, RC personnel reported feeling more unprepared for their most recent deployment in terms of language and cultural understanding than AC personnel. Additionally, RC personnel reported a high dependence on and a more positive view of interpreters than AC personnel for deployments inside and outside of their AOR. RC personnel reported similar levels of confidence in their language abilities when compared with AC personnel.

In terms of official language testing, RC personnel expressed more favorable opinions toward the DLPT than AC personnel. Despite the fact that RC personnel hold more favorable attitudes toward the DLPT, the open-ended responses regarding special RC personnel concerns show that RC personnel have limited access to administration of the DLPT (See Table 11.1). Also RC personnel agree more strongly than their AC counterparts that the DLI OPI is more related to mission performance than the DLPT, indicating that RC personnel have a more favorable opinion of the DLI OPI.

In general, ARSOF RC personnel were far less positive than AC personnel in their evaluation of FLPP. The open-ended comments in this section suggested that this is due in large part to the prorating of FLPP pay for RC personnel (See Table 11.1). Additionally, ARSOF RC personnel reported difficulty obtaining enough training to increase their proficiency to the required level. When asked about the motivating effect of FLPP, ARSOF RC personnel indicated that the best way to increase the impact of FLPP would be to provide more training resources. This demonstrates that perceptions of skill-based pay incentives are impacted not only by the amount of the monetary incentive, but also by access to training opportunities. Providing an incentive to maintain or develop language proficiency and not providing the training opportunities to achieve the necessary proficiency to obtain the incentives creates a major disconnect in policy and could be viewed as unfair.

In terms of language training, RC personnel expressed consistently higher ratings of their instructor and their training curriculum for initial acquisition language training than AC personnel. The same general pattern was observed for sustainment/enhancement language training. RC personnel's evaluations of immersion training were difficult to interpret due to the small number of RC personnel who had participated in immersion training. This confirms open-ended comments that indicate RC personnel often have difficulty gaining access to immersion training. However, their general attitudes indicate that RC personnel felt strongly that selection for OCONUS immersion was unfair, and that immersion training should be a part of regular training.

ARSOF RC personnel indicated that their chains of command were not supportive of language training. In comparison to ARSOF AC personnel, ARSOF RC personnel indicated that they would put more effort into language training if the resources were more accessible and. Additionally, ARSOF RC personnel agreed more than their AC counterparts that they would be willing to sacrifice some of the training time allocated to their SOF skills in order to shift it to language training.

Two significant problems related to training for RC personnel are the lack of resources available for training and lack of command support for training. When asked about using TDT rather than traditional methods, AC personnel were more likely than RC personnel to have used TDT or MLT. However, RC personnel had more favorable opinions of the role technology could have in future training. This is most likely due to the added flexibility of a TDT course, which makes training more widely accessible. When evaluating command support, RC personnel were harsh in their ratings of organizational support in general, especially regarding the allocation of duty hours for training and placing emphasis on the DLPT.

An important finding in relation to language and attrition is that RC personnel agreed more highly than AC personnel that language played a role in their decision to leave SOF. Also, RC personnel reported a greater intention to leave SOF than AC personnel.

Specific ARSOF Findings

Although for the most part, ARSOF subgroups (SF, CA, and PSYOP personnel) expressed consistent opinions, there were some deviations. As previously mentioned, across deployments, RC personnel reported feeling less prepared for their most recent deployment in terms of language and cultural understanding than AC personnel. SF RC personnel reported

being the least prepared, and PSYOP RC personnel reported being the most prepared out all of all of the subgroups presented. SF RC and PSYOP RC groups reported using interpreters much more than their active component counterparts. For deployments outside of their AOR, RC personnel reported feeling more confident than AC personnel that they will be able to regain previous proficiency in their official or required language. SF RC and CA RC personnel indicated being less able than PSYOP RC personnel to meet the language-related requirements of their most recent mission. All ARSOF RC subgroups disagreed that they could be effective on their missions both inside and outside of their AOR without an interpreter.

In terms of official language testing, some subgroup differences were observed. In the CA group, CA RC personnel were much more positive in their evaluations of the DLPT's relatedness to their job. SF RC personnel were more likely than CA RC or PSYOP RC personnel to rate the DLPT as unimportant. CA RC personnel were the most likely to evaluate the DLI OPI as more related to their mission than the DLPT.

In evaluating FLPP, CA RC and PSYOP RC personnel reported being less motivated by FLPP than their AC counterparts while SF RC personnel reported being more motivated by FLPP than SF AC personnel.

In terms of initial acquisition language training, some differences were apparent between ARSOF subgroups. Within the SF subgroup, SF RC personnel tended to be more favorable than SF AC personnel in their evaluations of their instructors in all aspects. This pattern was repeated in the CA subgroup. In the PSYOP subgroup, a clear divide between AC and RC did not exist. However, when rating the instructor's effectiveness in preparing them for using language on deployment, RC personnel were consistently more favorable than AC personnel across all ARSOF groups. This pattern was also seen in evaluations of the curriculum for initial acquisition training. For sustainment/enhancement language training, no clear trends exist for the ARSOF subgroups in the evaluation of the instructor. However, in the evaluation of the curriculum, RC personnel (SF, CA, and PSYOP) agreed less strongly than their AC counterparts that the curriculum included instruction and practice in all four skill modalities. Also, RC personnel agreed slightly more than their AC counterparts that the curriculum included slang and/or street language. However, findings for CA AC, CA RC, and PSYOP RC personnel should be interpreted with caution since these groups did not contain five or more respondents. Due to the fact that there were few respondents in the CA RC and PSYOP RC categories for the evaluation of immersion training, there were no trends evident regarding particular RC personnel issues. A possible reason for the lack of responses in these categories is that few RC personnel are eligible for or have access to immersion training.

In evaluating command support of language training, some differences existed between ARSOF subgroups. All RC personnel rated their commands more negatively in terms of organizational support for language than AC personnel, although the largest difference was seen between PSYOP RC and PSYOP AC personnel.

SF RC personnel were especially likely to suggest that language concerns played a role in their decisions about re-enlisting in SOF.

Table 11.1 Open-Ended Responses to Special RC Personnel Issues

Are there any issues related to language proficiency and testing specific to being a reservist that were not covered in the survey?			
Category of Response	Example Responses ²⁷⁷	Frequency	
		Army RC personnel	ARSOF RC personnel
Pay RC personnel equal FLPP	FLPP needs to be the same for RC; not pro-rated. It still takes the same time to maintain proficiency. Reservists are required to maintain the same proficiency as active duty soldiers but are given only a sum proportionate to the number of drill days we work in a given month. The end result is we study and learn the same but get paid only 1/6 the money.	30	10
Provide more training opportunities	Our states will not pay for DLI. I strongly desire to attend Language training, but there is no established route for me to pursue to achieve this as a Guardsman. time allocated to language training during drill weekends or annual training	53	23
Provide more training resources	Yes, I had to buy my own Arabic refresher materials from the Mon.Language Institute. Would really like better access to money for traing without my state stealing and equipment for other NON SOF units in the state.	20	9
More access to DLPT administrations	In my former unit, DLPT testing was at the initiative of the individual soldier to make arrangements and drive the 3 hours to nearest military base to take the test. Prior to the first deployment to OEF we recieved DLI basic language tapes.	16	2
More access to immersion	Yes, as I stated, we have a requirement to be able to speak Arabic but cannot get slots for CONUS immersion training because we are not SOF or MI but we still have the requirement based on our OPFOR mission.	6	3
More structure for FLPP allocation/ training slots	There is no language policies prior to deployment at all, even though interaction with the populace will be a requirement of my duty position(I have been alerted for deployment for OIF within the next 90 days...)	9	3
Command emphasis on proficiency	No command emphasis on language skills is present within our National Guard unit. I am a member of the HHC of one of the 15 enhanced brigades with members currently deployed to the central Asian theater. Being SF National Guard there are many language training avenues available to me but getting the command to approve and pay for it could be problematic	19	8
Other	The survey should address reservist that want to employ their language skills while maintaining civilian status and NOT risking deploying more often than a non-linguist. Having a foreign language skill does not have any impact to most resevist. They are not being recognized.	32	6

²⁷⁷ These comments are transcribed directly from the survey responses. No changes in grammar in content were made, except where noted.

SUMMARY

The following bullets are a recap of the findings from ARSOF personnel:

1. General Language Requirements

- ARSOF personnel rated ‘Building rapport’ as the most frequently used and most important language function while on deployment. However, there were some SOF group differences. PSYOP AC personnel rated ‘Basic reading tasks’ as the most frequently used and ‘Basic listening tasks’ as the most important language function while on deployment.
- ARSOF personnel rated ‘Basic writing tasks’ as the least frequent and least important language function while on deployment, although still rated as moderately important.
- More than 90% of ARSOF personnel indicated that it would be ideal to have a level of communication that can be classified as intermediate or higher. It should be noted that respondents indicated the level based on a list of language tasks/functions, and all the functions provided on this list would rate at or above a 1+ on the Interagency Language Roundtable (ILR) scale used within the DoD (see Appendix T for a Layman’s Understanding of ILR Language Skill Level Descriptions).

2. Mission-Based Language Requirements

- On the most recent deployment ARSOF personnel were primarily deployed on psychological operations (PSYOP), foreign internal defense (FID), unconventional warfare (UW), or civil affairs operations (CAO) tasks. FID and PSYOP were the most common on deployments inside their AOR, while UW was the most common on deployments outside of their AOR.
- ARSOF personnel indicated that an ‘Advanced Communication’ level would have been ideal on the most recent mission.
- ARSOF personnel indicated that different levels of communication are ideal for different mission types.
- On the most recent mission, ARSOF personnel indicated using ‘Slang/street language’ more often than ‘Formal language.’
- On the most recent mission, ARSOF indicated using ‘Listening skills’ and ‘Speaking skills’ more often than ‘Reading skills’ and ‘Writing skills.’
- ARSOF personnel indicated that ‘Building rapport’ was the most important function of language on the most recent deployment.
- ARSOF personnel indicated using language frequently on deployment, but also indicated being unprepared in terms of language and cultural understanding, a finding more pronounced for deployments outside of their AOR
- ARSOF RC personnel reported feeling less prepared than AC counterparts in terms of language and cultural understanding.
- ARSOF personnel reported have difficulty meeting language-related requirements outside of their AOR.
- Although ARSOF operators indicated that their proficiency in their official or required language suffered as a result of deployment outside of their AOR, they also felt confident that they would be able to regain their previous proficiency.

3. Use of Interpreters

- ARSOF personnel indicated a heavy reliance on interpreters both inside and outside of their AOR, although they were more reliant on interpreters outside of their AOR.
- ARSOF personnel indicated that they would not be as effective on their missions without interpreters.
- ARSOF personnel indicated that they had observed situations where interpreters had compromised the mission outcome.
- ARSOF personnel showed a much stronger dependence on interpreters than ARSOF other respondents.
- RC personnel indicated a stronger dependence on interpreters than AC personnel.
- ARSOF personnel rated CAT II/III interpreters (i.e., US citizens with secret or top secret clearance) as more trustworthy than CAT I interpreters (i.e., local hire, indigenous personnel, not vetted; or US citizens, not vetted).

4. Beliefs about Proficiency

- ARSOF personnel were only moderately confident in their language abilities. PSYOP personnel had the lowest level of confidence among all personnel types.
- ARSOF personnel were more confident in their ability to satisfy minimum courtesy requirements and less confident in their ability to participate in informal conversations on practical, social, and professional topics and in their ability to use military terminology.
- Non-SOF linguists who responded to the survey indicated much higher levels of confidence than ARSOF personnel regarding their ability to perform various language-related tasks.
- ARSOF personnel whose language type was a CAT I/II (e.g., Romance languages, German, and Indonesian) were more confident in their language abilities than personnel whose language type was a CAT III/IV (e.g., Japanese, Arabic, Urdu, and Chinese-Mandarin).

5. Official Language Testing

- ARSOF personnel disagreed that the Defense Language Proficiency Test (DLPT) is clearly related to mission performance, although this did not appear to affect their motivation to do well on the test.
- RC personnel tended to have more favorable attitudes toward the DLPT than AC personnel, although both AC and RC personnel indicated that it was important to do well.
- ARSOF personnel agreed that the Defense Language Institute Oral Proficiency Interview (DLI OPI) is more related to mission performance than the DLPT.

6. Foreign Language Proficiency Pay (FLPP)

- ARSOF personnel rated FLPP as only moderately motivating and rewarding, and also agreed that it was not an accurate reflection of the effort required to acquire language skills.
- ARSOF personnel indicated neutral opinions regarding the fairness and straightforwardness of FLPP procedures.
- FLPP was less motivating for RC operators than for AC operators.

- FLPP was less motivating for operators who were assigned CAT III/IV languages than operators who were assigned CAT I/II languages.
- ARSOF personnel indicated that FLPP would be more motivating if there was more training and resources provided for language and if the amounts were increased.

7. Language Training

- ARSOF personnel who received initial acquisition language training at the Defense Language Institute (DLI, Monterey) rated their instructor and curriculum more favorably than students who received initial acquisition language training at United States Army John F. Kennedy Special Warfare Center and School (USAJFKSWCS).
- ARSOF personnel rated their instructors for initial acquisition language training and sustainment/enhancement language training favorably, but indicated that the curriculum was not customized for SOF needs.
- ARSOF personnel indicated that their training materials contained errors. This was true for initial acquisition language training and sustainment/enhancement language training.
- ARSOF personnel indicated that formal language was emphasized more than slang/street language for both initial acquisition language training and sustainment/enhancement language training.
- ARSOF RC personnel rated their curriculum and instructor more favorably than ARSOF AC operators overall for both initial acquisition language training and sustainment/enhancement language training.
- ARSOF personnel overwhelmingly indicated that OCONUS immersion is an effective way to acquire language. OCONUS immersion training was preferred over CONUS immersion training.
- ARSOF personnel indicated that they could have used more training before deployment, and that they were only moderately effective in their communication skills as a result of training.
- PSYOP personnel provided the most negative ratings related to how well their language training prepared them to perform mission-related tasks.
- ARSOF personnel indicated that current OPTEMPO and lack of resources were barriers that prevented them from obtaining language training. RC personnel reported that they were more willing to obtain further training if these barriers were removed.
- ARSOF personnel reported that their chain of command cared about their language proficiency, but also reported being pulled from training for non-critical details.
- ARSOF personnel place a very high value on language training. They are primarily motivated by the desire to do well on missions and assist their team. FLPP does not appear to motivate ARSOF personnel to improve their proficiency.

8. Use of Technology

- ARSOF personnel have mixed opinions about the role of technology-delivered training (TDT) in language training. They do not believe technology can or should replace human instruction. However, they think it can be a useful supplement to traditional classroom training.
- ARSOF personnel did not have high opinions regarding current Machine Language Translation (MLT) technology, and did not believe that MLT would be useful when performing their core SOF tasks.

- ARSOF RC personnel tended to have more favorable opinions of TDT and MLT than AC personnel.

9. Organizational Climate and Support

- ARSOF personnel rated their chains of command most favorably (although still unfavorably) in the following areas: providing language training materials and emphasizing the DLPT.
- ARSOF personnel rated their chains of command the most unfavorably in the following areas: providing recognition and awards related to language, encouraging the use of language during non-language training, and finding ways to increase time for language training.
- ARSOF SF RC and PSYOP RC operators had lower opinions of their command's support for language than their AC counterparts. CA AC operators had lower opinions of their command's support for language training than CA RC operators.
- ARSOF other respondents assigned the most negative ratings of their command when compared to other groups. Non-SOF other respondents assigned more negative ratings when compared to Non-SOF linguists and ARSOF personnel.

10. Language and Attrition

- Language related issues did not appear to influence overall intent to leave SOF, particularly for AC personnel.
- RC personnel were more likely to indicate that language played a role in their decision to leave SOF than AC personnel.
- ARSOF other respondents indicated the highest intent to leave SOF compared to the other subgroups.

11. Reserve Component Issues

- ARSOF RC personnel felt less prepared for their most recent deployment than AC personnel.
- ARSOF RC personnel reported being willing to obtain further training if barriers were removed and reported a greater willingness to shift some of their training allocated to other SOF skills to increase time for language training.
- For the most part, ARSOF RC personnel rated their curriculum and instructor consistently higher than ARSOF AC personnel overall for both initial acquisition language training and sustainment and enhancement language training.
- Very few ARSOF RC personnel participated in immersion training and most RC personnel thought that selection for immersion training was unfair.
- ARSOF RC personnel had less experience with TDT and MLT, but more positive views of both. A possible explanation is that TDT enables RC personnel to receive training that would otherwise be inaccessible.
- RC personnel reported limited access to administrations of the DLPT.
- RC personnel believe that the DLI OPI more accurately reflects what they are assigned to do when deployed, which is consistent with opinions from AC personnel.
- ARSOF RC personnel had more negative opinions of FLPP than AC personnel.

- ARSOF RC personnel and AFSOF personnel were more likely to indicate that they had considered leaving SOF to pursue a higher-paid civilian career than ARSOF AC personnel.

In summary, ARSOF personnel indicated that the most frequently used and important dimension of language on their missions was 'Building rapport.' PSYOP AC personnel indicated that 'Basic reading tasks' were used most frequently and 'Basic listening tasks' were the most important, which indicates that not all ARSOF subgroups have the same language needs. The most common SOF tasks for ARSOF personnel inside of their AOR were FID and PSYOP missions while the most common task outside of their AOR was UW. ARSOF personnel indicated using language frequently on deployment, but also indicated being unprepared in terms of language and cultural understanding, a finding more pronounced for deployments outside of their AOR. One way that ARSOF personnel indicated dealing with their lack of proficiency on missions was by relying on interpreters. ARSOF personnel a stronger reliance on interpreters outside of their AOR than inside of their AOR. Additionally, ARSOF personnel showed a much stronger dependence on interpreters than ARSOF other respondents and ARSOF RC personnel were more dependent on interpreters than AC personnel. These findings are also supported by the fact that ARSOF personnel are only moderately confident in their language abilities, with PSYOP personnel being the least confident out of all of the personnel types. ARSOF personnel also reported being more confident in the ability to satisfy minimum courtesy requirements and less confident in their ability to participate in informal conversations or to use military terminology.

Although ARSOF personnel rated their instructors for initial acquisition language training and sustainment/enhancement language training favorably, their main complaint was that the curriculum was not customized to SOF needs and that the training materials were old, outdated, and contained errors. ARSOF personnel who received initial acquisition language training at DLI (Monterey) rated their instructor and curriculum more favorably than personnel who received training at USAJFKSWCS. ARSOF personnel also indicated that formal language was emphasized more than slang/street language in their training, which may cause problems while on deployment since slang/street language is most likely more useful for rapport-building. ARSOF RC personnel also indicated more positive ratings of their instructor and curriculum than ARSOF AC personnel, which can be interpreted as evidence of their appreciation for language training that is made available to them. ARSOF personnel did not believe that training prepared them well for deployment and felt that they could have used more training, a finding especially pronounced for PSYOP personnel. Although ARSOF personnel placed a high value on language training, they felt that there were many barriers to succeeding in language training. These barriers include, the current OPTEMPO, lack of resources, and lack of command support. Interestingly, ARSOF RC personnel were more willing to obtain further training if these barriers were removed, a further indication of their interest and support for language training. ARSOF personnel also indicated being primarily motivated by the desire to do well on missions and because they were accountable to their team, and being less motivated by the possibility of receiving FLPP.

Although ARSOF personnel indicated many barriers to training, there were mixed opinions regarding the role of technology in training as a potential solution to this problem. ARSOF personnel do not believe that technology can or should replace human instruction, they think it can be a useful supplement to training and shows promise for the future. ARSOF personnel indicated a low opinion of Machine Language Translation (MLT), although ARSOF RC personnel tended to higher opinions of TDT and MLT than AC personnel. This finding could be the result of limited training opportunities available to RC personnel. ARSOF personnel also indicated mixed opinions about command support for training. They indicated many areas in

which their chains of command need improvement, including providing recognition and awards related to language, encouraging the use of language during non-language training, and finding ways to increase time for language training.

Although ARSOF personnel indicated that one of the more favorable (but still unfavorable) areas of command support was placing emphasis on the DLPT, ARSOF personnel disagreed that the DLPT is clearly related to mission performance. This finding that the DLPT is not related to mission performance relates to the fact that ARSOF personnel reported using listening and speaking skills more frequently on deployment than reading and writing skills. The DLPT primarily emphasizes reading and listening, with no focus on speaking, which is an important language skill for ARSOF personnel. Although ARSOF personnel disagreed that the DLPT is clearly related to mission performance, they indicated that they were still motivated to do well on the test. This may be because their command places a strong emphasis on this and not because they believe it is important to their job performance. ARSOF personnel also indicated that FLPP was only moderately motivating and rewarding. ARSOF personnel also agreed that the amount of FLPP received was not an accurate reflection of the effort required. FLPP was indicated as less motivating for RC personnel than for AC personnel. FLPP was also seen as less motivating for personnel who were assigned CAT III/IV personnel compared to personnel who were assigned CAT I/II languages. This finding may be due to the fact that it is more difficult for personnel to maintain proficiency in a CAT III/IV language.

In conclusion, findings from ARSOF personnel suggested that language training could benefit from a shift in focus to aspects of language that are more related to core SOF tasks. This shift needs to be reflected in training, testing, compensation, and command support.

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APPENDICES

Appendix A: Findings for Army Overall²⁷⁸

²⁷⁸ This group includes ARSOF operators, SOF other, SOF support, MI soldiers assigned to SOF units, non-SOF linguists, and other non-SOF.

Table A1: General Language Requirements.

1. Think about the use of street dialect (e.g. blue-collar/slang) in conversation with people in the deployment location. Example: Asking for directions from or giving important instructions to the typical person you encounter while deployed.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you use this street dialect?	316	3.7	1.17	68.0	5.1	10.4	23.7	28.8	32.0
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is street dialect to completing SOF core tasks?	318	3.6	1.03	64.6	2.8	9.1	37.4	28.0	22.6

Table A2: General Language Requirements.

2. Think about giving commands in a direct action scenario in the deployment language. Example: "Get down!" or "Drop the weapon!"										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you give this type of command?	318	3.2	1.31	56.1	12.6	18.9	20.1	28.6	19.8
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is giving this type of command?	319	4.1	0.99	76.2	1.3	5.3	23.5	27.3	42.6

Table A3: General Language Requirements.

3. Think about the use of formal language in conversation with people in the deployment location. Example: Giving a thank you speech to local country hosts or conducting business negotiations with officials.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you use this formal language?	318	3.3	1.21	56.6	9.1	17.6	29.2	25.8	18.2
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is formal language to completing SOF core tasks?	319	3.5	1.02	62.7	2.5	12.2	36.4	29.8	19.1

Table A4: General Language Requirements.

4. Think about the use of language in building rapport with people in the deployment location. Example: The initial meeting with the local militia leader.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	314	4.2	0.98	79.4	2.5	3.5	15.3	31.2	47.5
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	315	4.4	0.84	84.0	0.6	1.3	16.2	25.4	56.5

Table A5: General Language Requirements.

5. Think about the use of military or technical vocabulary in conversation with people in the deployment location. Example: Training local mechanics, policemen, or soldiers.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you use military-technical vocabulary?	318	3.5	1.12	62.9	5.7	11.0	31.4	29.9	22.0
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this vocabulary to completing SOF core tasks?	317	3.7	1.02	67.4	1.3	10.4	33.1	27.8	27.4

Table A6: General Language Requirements.

6. Think about reading in the language of the deployment country. Examples: Identifying important documents, reading signs/graffiti, and navigation.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	318	3.99	1.02	74.8	2.2	6.6	19.5	33.0	38.7
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	319	4.0	0.97	75.4	0.6	6.0	24.1	29.8	39.5

Table A7: General Language Requirements.

7. Think about writing in the language of the deployment country. Example: Making written arrangements (contracts) with local officials, writing an operations order, or writing a list of supplies for a local guide to purchase.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	313	2.8	1.13	45.5	11.5	29.7	34.5	14.1	10.2
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	315	3.0	1.09	50.7	3.8	32.7	34.0	15.9	13.7

Table A8: General Language Requirements.

8. Think about listening to conversations or broadcasts in the language of the deployment country. Example: Listening to conversations at a café or a radio broadcast to determine local support for your presence.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	318	3.9	1.03	72.6	1.9	7.2	24.8	30.8	35.2
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	318	3.9	1.04	72.2	0.9	10.1	23.9	29.6	35.5

Table A9: General Language Requirements.

9. Which statement best describes the level of language proficiency ideal for your typical tasks and duties?	N	Percentage
None	3	0.9
Asking directions; reading street signs or a map; giving basic commands; using simple common courtesy phrases and questions ("tourist guide" phrases); limited knowledge of the culture.	21	6.5
Asking and responding to questions beyond the standard "tourist guide" phrases; limited conversation/dialogue; listening and understanding the typical radio/TV broadcasts or conversation; getting the gist of newspaper headlines or articles; working knowledge and understanding of the culture.	82	25.5
Extended dialogue/conversation on a variety of topics; reading important documents or the local newspaper with a good understanding; listening and understanding most conversations or broadcasts; and ability to understand culturally appropriate humor and metaphors.	138	42.9
Negotiations; persuading others with complex issues or thoughts; writing contracts or complex messages; reading very sophisticated or technical materials; complete comprehension of conversations and broadcasts; confidence in all levels of conversation; and ability to use culturally appropriate humor and metaphors.	78	24.2

Table A10: Mission-based Language Requirements.

1. What was your primary SOF core task on this deployment?	N	Percentage
Direct Action (DA)	31	9.7
Special Reconnaissance (SR)	15	4.7
Unconventional Warfare (UW)	45	14.1
Foreign Internal Defense (FID)	56	17.6
Civil Affairs Operations (CAO)	45	14.1
Psychological Operations (PSYOP)	57	17.9
Counterterrorism (CT)	19	6.0
Counterproliferation of WMD (CP)	1	0.3
Information Operations (IO)	14	4.4
Force Protection (FP)	4	1.3
Miscellaneous Intelligence (Intel.)	12	3.8
Planning and Administrative Support (Admin.)	3	0.9
Other	14	5.3
2. Was this mission inside or outside your AOR?	N	Percentage
Inside AOR	197	61.4
Outside AOR	124	38.6

Table A11: Mission-based Language Requirements.

3. Which statements best describes the level of language proficiency ideal for you tasks and duties on this mission?	N	Percentage
None	22	6.8
Asking directions; reading street signs or a map; giving basic commands; using simple common courtesy phrases and questions ("tourist guide" phrases); limited knowledge of the culture.	28	8.7
Asking and responding to questions beyond the standard "tourist guide" phrases; limited conversation/dialogue; listening and understanding the typical radio/TV broadcasts or conversation; getting the gist of newspaper headlines or articles; working knowledge and understanding of the culture.	81	25.2
Extended dialogue/conversation on a variety of topics; reading important documents or the local newspaper with a good understanding; listening and understanding most conversations or broadcasts; and ability to understand culturally appropriate humor and metaphors.	128	39.8
Negotiations; persuading others with complex issues or thoughts; writing contracts or complex messages; reading very sophisticated or technical materials; complete comprehension of conversations and broadcasts; confidence in all levels of conversation; and ability to use culturally appropriate humor and metaphors	63	19.6
4. Which of the following language-related tasks were required for this mission?	N	Percentage
Topic specific instruction; teaching a class on how to employ and maintain equipment, teaching tactics, explaining the role and function of staff personnel.	10	3.1
Establishing and building rapport and some level of trust with a political or military figure.	90	28.0
Both a and b	177	55.1
Neither a and b	44	13.7
5. How long were you deployed in this country?	N	Percentage
Less than 3 months	51	15.8
3 – 6 months	129	40.1
6 – 12 months	114	35.4
Over 12 months	28	8.7

Table A12: Mission-based Language Requirements

How much did the mission require you to use the following in the deployment language?		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Always
6.	Military-specific language	309	3.1	1.17	51.9	11.7	19.7	28.2	30.4	10.0
7.	Formal language	311	2.9	1.07	46.9	10.6	25.4	36.0	21.9	6.1
8.	Slang/street language	311	3.5	1.07	62.0	6.4	10.3	26.7	42.1	14.5
9.	Local dialect	308	3.4	1.17	60.6	9.4	10.4	25.3	38.0	16.9
10.	Speaking skills	308	3.8	1.16	69.6	6.8	6.2	20.8	34.1	32.1
11.	Listening skills	309	4.0	1.15	74.8	5.8	5.8	13.3	33.3	41.7
12.	Reading skills	306	2.9	1.17	48.4	12.7	23.2	31.7	22.5	9.8
13.	Writing skills	305	2.3	1.14	31.8	29.2	33.8	23.6	7.5	5.9
14.	Job aids (Example: note cards or Kwikpoint, but not interpreters)	289	2.4	1.19	33.8	32.2	22.8	27.3	12.8	4.8
15.	Interpreters	312	3.7	1.53	67.6	17.6	6.1	11.9	17.3	47.1

Table A13: Mission-based Language Requirements.

Please rate the following on a scale of Strongly Disagree to Strongly Agree		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
16.	I was well prepared for this deployment in terms of language and cultural understanding.	312	2.8	1.39	44.0	23.7	25.3	16.3	20.5	14.1
17.	I used my language skills frequently while on this deployment.	300	3.7	1.49	66.3	16.7	7.7	11.0	23.0	41.7

Table A14: Mission-based Language Requirements.

How important do you believe language proficiency is for...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Not Important	Low Importance	Important	High Importance	Critical
18.	Building rapport/trust	322	4.4	0.76	84.3	0.6	0.3	12.4	34.5	52.2
19.	Training or teaching others	319	3.9	0.93	73.0	0.6	7.8	20.4	41.4	29.8
20.	Reducing need for interpreters/translators	314	3.9	1.10	73.6	3.2	8.6	18.8	29.6	39.8
21.	Logistics (i.e. saving time or convenience in getting things done)	321	3.6	0.96	66.0	0.6	11.2	32.7	34.6	20.9
22.	Timely identification of important documents	320	3.8	1.06	70.1	1.6	10.6	26.3	29.1	32.5
23.	Giving basic commands	320	3.9	0.94	72.7	-	7.8	25.6	34.4	32.2
24.	Discrete eavesdropping	320	4.0	1.04	74.8	1.6	8.8	18.4	31.3	40.0
25.	Increasing situational awareness	321	4.2	0.83	80.5	0.6	1.6	17.4	35.8	44.5
26.	Maintaining control in hostile confrontations	319	4.1	1.01	77.4	1.6	6.6	17.6	29.2	45.1
27.	Persuading people to provide sensitive information	317	4.0	1.02	75.6	1.6	7.6	18.9	30.9	41.0
28.	Negotiations	308	4.0	0.98	75.7	1.0	6.5	21.1	31.5	39.9

Table A15: Use of Interpreters.

1. Have you used an interpreter on a mission in the past four years?	N	Percentage
Yes	254	79.6
No	65	20.4

Table A16: Use of Interpreters.

Directions: Answer the following questions about your experiences with interpreters on your missions. Think about this across all of your deployments inside and outside your AOR (i.e., your unit's normal area of responsibility).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
1.	How often do you use CAT I interpreters (i.e. Local hire, indigenous personnel, not vetted; OR a US citizen, not vetted)?	252	4.0	1.20	74.2	5.2	7.1	21.0	19.0	47.6
2.	How often do you use CAT II/III interpreters (i.e. US citizen with a secret OR top secret clearance)?	251	3.0	1.39	50.8	17.5	20.7	23.5	17.5	20.7

Table A17: Use of Interpreters.

Directions: Answer the following questions about your experiences with interpreters on your missions. Think about this across all of your deployments inside and outside your AOR (i.e., your unit's normal area of responsibility).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3.	If I were more proficient in my current or official language, I would be less likely to rely on interpreters.	247	4.0	1.23	75.9	6.5	9.3	6.9	28.7	48.6
4.	In my experiences, I have observed situations where interpreters have compromised the mission outcome.	244	3.6	1.14	63.9	4.5	14.8	25.4	31.1	24.2
5.	I use interpreters only when advanced/high levels of proficiency are required.	245	2.7	1.22	43.2	13.9	39.2	18.0	18.4	10.6
6.	It would have been useful to receive training on using interpreters prior to deployment.	242	3.6	0.99	64.2	2.5	12.0	29.3	38.8	17.4
7.	Interpreters are essential for carrying out missions.	251	3.9	0.95	71.8	2.0	6.4	21.1	43.4	27.1
8.	I feel our unit is too dependent on interpreters.	249	3.9	1.18	72.4	3.2	12.9	16.9	25.3	41.8
9.	My unit frequently uses interpreters when deployed inside the normal AOR.	242	3.8	1.19	70.4	6.6	10.3	10.3	40.5	32.2
10.	I can be as effective on my missions without an interpreter.	249	2.3	1.25	31.9	31.7	35.7	15.3	7.6	9.6
11.	In my experience, most interpreters were trustworthy.	250	3.3	0.93	58.5	3.6	14.8	32.0	43.2	6.4
12.	In my experience, most interpreters were competent.	253	3.5	0.86	62.9	1.6	12.3	26.1	53.0	7.1

Table A18: Outside AOR Deployment.

1. Have you been deployed out of your unit's normal Area of Responsibility (AOR) in the past four years?	N	Percentage
Yes	185	57.5
No	137	42.5

Table A19: Outside AOR Deployment.

Directions: Answer these questions according to your most recent deployment outside of your unit's AOR or normal area of responsibility (e.g., GWOT mission).		
1. Which statement best describes the level of language proficiency ideal for you tasks and duties on this mission?	N	Percentage
None	24	13.3
Asking directions; reading street signs or a map; giving basic commands; using simple common courtesy phrases and questions ("tourist guide" phrases); limited knowledge of the culture.	25	13.8
Asking and responding to questions beyond the standard "tourist guide" phrases; limited conversation/dialogue; listening and understanding the typical radio/TV broadcasts or conversation; getting the gist of newspaper headlines or articles; working knowledge and understanding of the culture.	48	26.5
Extended dialogue/conversation on a variety of topics; reading important documents or the local newspaper with a good understanding; listening and understanding most conversations or broadcasts; and ability to understand culturally appropriate humor and metaphors.	56	30.9
Negotiations; persuading others with complex issues or thoughts; writing contracts or complex messages; reading very sophisticated or technical materials; complete comprehension of conversations and broadcasts; confidence in all levels of conversation; and ability to use culturally appropriate humor and metaphors	28	15.5
2. Which of the following language-related tasks were required for this mission?	N	Percentage
Topic specific instruction; teaching a class on how to employ and maintain equipment, teaching tactics, explaining the role and function of staff personnel.	6	3.4
Establishing and building rapport and some level of trust with a political or military figure.	49	27.5
Both a and b	101	56.7
Neither a and b	22	12.4

Table A20: Outside AOR Deployment.

Directions: Answer these questions according to your most recent deployment outside of your unit's AOR or normal area of responsibility (e.g., GWOT mission).		
3. How long were you deployed in this country?	N	Percentage
Less than 3 months	21	11.7
3 – 6 months	74	41.3
6 – 12 months	73	40.8
Over 12 months	11	6.1

Table A21: Outside AOR Deployment.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4.	I was able to meet the language-related requirements of this mission.	170	2.2	1.25	29.1	38.8	31.8	9.4	14.1	5.9
5.	While on this deployment, I experienced language-related issues or deficiencies.	175	4.1	1.15	78.0	5.1	7.4	7.4	30.3	49.7
6.	My proficiency in my official or required language suffered because of this deployment.	164	3.4	1.29	59.2	10.4	18.3	17.4	32.9	21.3
7.	I am confident that I will be able to regain my previous proficiency in my official or required language.	160	3.8	1.11	68.9	3.1	11.9	22.5	31.3	31.3
8.	Prior to deployment, I was proficient in the language required.	164	2.9	1.46	48.5	22.6	22.0	14.6	20.7	20.1

Table A22: Outside AOR Deployment.

9. I received pre-deployment language training?	N	Percentage
Yes	33	18.4
No	146	81.6

Table A23: Use of Interpreters Outside AOR Deployment.

1. Have you used an interpreter on a mission in the past four years?	N	Percentage
Yes	154	86.0
No	25	14.0

Table A24: Use of Interpreters Outside AOR Deployment.

1. What type of interpreter was used for this mission?	N	Percentage
CAT I (i.e., Local hire indigenous personnel, not vetted; OR a US citizen not vetted)	90	59.2
CAT II / CAT III (i.e., US citizen with a secret OR top secret clearance)	41	27.0
Both CAT I and CAT II/III	21	13.8

Table A25: Use of Interpreters Outside AOR Deployment.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2.	Using interpreter(s) was essential for carrying out this mission.	152	4.5	0.66	87.8	0.7	0.7	3.3	37.5	57.9
3.	I could have been as effective on this mission without using interpreter(s).	151	1.8	0.97	20.5	44.4	40.4	6.0	7.3	2.0
4.	The interpreter(s) that I used on this mission was (were) trustworthy.	152	3.6	0.93	66.1	2.6	9.2	23.7	50.0	14.5
5.	The interpreter(s) that I used on this mission was (were) competent.	152	3.8	0.82	70.6	-	8.6	18.4	55.3	17.8
6.	I feel that during this mission, I was too dependent on interpreters.	152	4.0	1.07	75.7	2.0	10.5	12.5	32.9	42.1
7.	My unit frequently uses interpreters when outside the normal AOR.	150	4.5	0.64	87.7	-	0.7	6.0	35.3	58.0

Table A26: Beliefs about Proficiency.

Directions: Respond to the following items based on your skills related to your official or required language.			
1. Do you have any level of proficiency in a language other than English?		N	Percentage
Yes		803	94.5
No		47	5.5

Table A27: Beliefs about Proficiency.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Always
2.	I feel confident in my ability to use military terminology in the language required by my AOR assignment.	815	3.4	1.25	60.0	8.1	17.1	26.1	24.2	24.5
3.	I feel confident in my ability to satisfy minimum courtesy requirements and maintain very simple face-to-face conversations on familiar topics in the language required by my AOR assignment.	820	4.1	1.18	76.7	5.0	7.6	13.3	24.1	50.0
4.	I feel confident in my ability to participate in informal conversations on practical, social, and professional topics in the language required by my AOR assignment.	817	3.6	1.33	66.1	8.7	13.6	19.5	21.3	37.0

Table A28: Official Language Testing.

1. Have you taken the Defense Language Proficiency Test (DLPT) in the past four years?	N	Percentage
Yes	575	71.6
No	228	28.4
2. Are you currently required to take the DLPT annually?	N	Percentage
Yes	376	68.4
No	174	31.6

Table A29: Official Language Testing.

3. What is your current official or required AOR language?	N	Percentage
Cambodian (Khmer)	3	0.5
Chinese-Mandarin	17	3.1
Dari	3	0.5
French	50	9.0
German	43	7.7
Indonesian	9	1.6
Korean	45	8.1
Modern Standard Arabic	69	12.4
Pashtu	2	0.4
Persian-Farsi	12	2.2
Polish	8	1.4
Portuguese (Brazilian)	5	0.9
Russian	62	11.2
Serbian-Croatian	9	1.6
Spanish	159	28.6
Tagalog (Filipino)	10	1.8
Thai	17	3.1
Turkish	1	0.2
Urdu	3	0.5
Vietnamese	4	0.7
Japanese	3	0.5
Italian	3	0.5
Miscellaneous CAT I	2	0.4
Miscellaneous CAT III	10	1.8
Miscellaneous CAT IV	5	0.9
Other	1	0.2

Table A30: Official Language Testing.

4. When was the last time that you took the DLPT in your current official or required AOR language?	N	Percentage
2004	205	36.7
2003	189	33.9
2002	93	16.7
2001	52	9.3
Prior to 2001	19	3.4
5. What is your level of proficiency in your current official or required AOR language according to your most recent DLPT score? (Listening)	N	Percentage
0	12	2.2
0+	48	8.6
1	51	9.1
1+	56	10.0
2	57	15.6
2+	106	19.0
3	198	35.5
6. What is your level of proficiency in your current official or required AOR language according to your most recent DLPT score? (Reading)	N	Percentage
0	15	2.7
0+	26	4.7
1	53	9.5
1+	44	7.9
2	56	10.1
2+	112	20.1
3	251	45.1

Table A31: Official Language Testing.

5. Have you ever taken an Oral Proficiency Interview (OPI)?	N	Percentage
Yes	247	43.2
No	325	56.8

Table A32: Official Language Testing.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
6.	The content of the DLPT is clearly related to what I do during deployment.	521	2.4	1.07	35.7	19.8	39.3	22.6	14.8	3.5
7.	My DLPT scores accurately reflect my ability to use language while on the job.	552	2.9	1.30	48.3	13.8	31.9	16.8	22.5	15.0
8.	Operators who perform well on the DLPT are more likely to successfully use language in the field.	550	3.3	1.10	56.6	6.0	21.1	25.3	36.0	11.6
9.	If my score on the DLPT is too high, my chain of command will take unfair advantage of me.	519	2.3	1.08	32.1	24.7	39.9	23.5	6.4	5.6
10.	I marked the same answer for every question on the DLPT to get it over with quickly.	540	1.3	0.84	8.5	80.2	13.0	2.2	2.0	2.6
11.	I have memorized the answers to the DLPT since it never changes.	538	1.7	1.00	16.6	59.9	24.3	7.6	5.9	2.2
12.	The OPI (Oral Proficiency Interview) is more related to mission performance than the DLPT.	365	3.4	1.11	59.0	6.0	14.2	35.6	26.0	18.1

Table A33: Foreign Language Proficiency Pay.

Directions: Please respond to the following items regarding Foreign Language Proficiency Pay (FLPP)		
1. Have you received Foreign Language Proficiency Pay (FLPP) in the past four years?	N	Percentage
Yes	354	44.6
No	440	55.4
2. Do you currently receive Foreign Language Proficiency Pay (FLPP)?	N	Percentage
Yes	219	27.5
No	577	72.5

Table A34: Foreign Language Proficiency Pay.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3.	FLPP motivates me to acquire new language skills during personal time.	701	3.4	1.33	58.9	10.3	20.4	18.0	26.2	25.1
4.	FLPP motivates me to maintain my current level of language skills during personal time.	693	3.5	1.32	62.1	10.0	17.0	15.7	29.1	28.1
5.	Procedures for allocating FLPP are fair.	684	2.9	1.18	46.5	16.7	19.9	31.7	24.3	7.5
6.	Procedures for receiving FLPP are straight-forward and simple.	692	2.9	1.20	48.5	15.5	21.0	25.6	30.2	7.8
7.	I believe the amount of my FLPP reflects the effort that I have put into learning or maintaining a language.	662	2.6	1.25	39.5	25.1	25.2	24.2	17.7	7.9

Table A35: Foreign Language Proficiency Pay.

8. FLPP would be more motivating if.... (check all that apply)	N	Percentage
The amounts were increased (e.g. more money).	567	66.2
It was paid for lower proficiency levels.	251	29.3
It was paid once per year as a bonus.	120	14.0
We could get FLPP for speaking proficiency.	438	51.1
The Unit would provide more resources for language training.	472	55.1
The Unit would provide more time for language training.	460	53.7
I had been trained to a higher level during initial acquisition.	272	31.7

Table A36: Language Training.

1. Indicate the military-provided training for your current, official, or required language that you have received in the PAST FOUR YEARS?	N	Percentage
Initial Acquisition Training	116	13.8
Sustainment/Enhancement Training	103	12.2
Both of the above	96	11.4
Neither of the above	528	62.6
2. Have you participated in military-provided immersion training?	N	Percentage
Yes	153	18.1
No	692	81.9
3. Have you EVER received language training paid for and/or sponsored by the military or government?	N	Percentage
Yes	433	51.2
No	413	48.8

Table A37: Initial Acquisition Language Training.

Directions: Answer the following questions about your initial acquisition language training in your official or required language.		
1. What was the source of your initial acquisition language training?	N	Percentage
DLI (at Monterey, California)	92	43.4
USAJFKSWCS	88	41.5
Unit/Command Language Program (CLP)	20	9.4
DLI (at Washington, DC)	8	0.9
Other	4	0.5
2. What was the instructional mode of your initial acquisition language training?	N	Percentage
Classroom	193	91.0
Classroom followed by immersion	14	6.6
DL (i.e., distance/distributive learning)	3	1.4
Other	2	0.9

Table A38: Initial Acquisition Language Training.

Answer the following about your instructor(s)...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3.	My instructor was effective in preparing me to use my language skills.	208	3.9	1.03	73.0	4.3	5.8	13.5	46.6	29.8
4.	It was clear that the instructor incorporated SOF considerations in his/her teaching objectives (e.g. mission language requirements).	191	2.7	1.20	41.2	17.8	35.1	17.8	23.0	6.3
5.	My instructor utilized current examples from TV, movies, radio, magazines, and newspapers to teach the language.	208	3.8	1.14	70.7	4.8	12.0	9.6	42.8	30.8
6.	My instructor was knowledgeable about how the language is currently used.	208	4.1	1.08	76.2	3.4	8.2	11.1	35.1	42.3
7.	The instructor encouraged students to speak in the target language.	206	4.3	0.94	83.5	2.4	3.9	6.3	32.0	55.3

Table A39: Initial Acquisition Language Training.

Answer the following about the curriculum...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
8.	The primary emphasis of the curriculum was on the formal language.	208	4.2	0.82	79.8	0.5	5.3	6.7	49.5	38.0
9.	The curriculum included slang and/or street language.	207	2.6	1.09	38.7	15.5	42.5	16.9	22.2	2.9
10.	The materials used in training were free from error.	207	2.6	1.18	40.6	19.8	30.9	21.7	22.2	5.3
11.	The curriculum included instruction and practice in all four skill modalities (i.e. reading, writing, speaking, and listening).	208	3.9	1.10	73.3	4.8	9.6	6.3	46.2	33.2
12.	The curriculum covered the vocabulary necessary for my job and missions.	208	2.9	1.21	48.2	13.5	26.9	22.1	28.4	9.1
13.	The curriculum was pre-packaged and not customized to SOF.	192	3.7	1.12	66.9	3.6	14.6	17.7	38.5	25.5
14.	The course would have been more effective if we had covered less content in more detail.	204	3.0	1.04	49.4	6.9	27.5	34.3	24.0	7.4

Table A40: Sustainment/Enhancement Language Training.

Directions: Answer the following questions about your sustainment/enhancement language training in your official or required language.		
1. What was the source of your sustainment/enhancement language training?	N	Percentage
DLI (at Monterey, California)	8	4.1
Unit/Command Language Program (CLP)	172	89.1
DLI (at Washington, DC)	5	2.6
Self-Study	4	2.1
Other	4	2.1
2. What was the instructional mode of your sustainment/enhancement language training?	N	Percentage
Language Lab	58	29.3
Distance Learning (DL)	6	3.0
College classes	6	3.0
Immersion	26	13.1
Classroom (DLI/Unit)	71	35.9
Language days/activities	13	6.6
Tutoring	12	6.1
Informal	2	1.0
Other	4	2.0
3. Did you have an instructor for your sustainment/enhancement language training?	N	Percentage
Yes	156	78.8
No	42	21.2

Table A41: Sustainment/Enhancement Language Training.

Answer the following about your instructor(s)...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4.	My instructor was effective in preparing me to use my language skills.	152	3.9	0.88	71.4	2.0	5.9	17.1	54.6	20.4
5.	It was clear that the instructor incorporated SOF considerations in his/her teaching objectives (e.g. mission language requirements).	122	2.6	1.16	39.3	18.0	37.7	18.0	21.3	4.9
6.	My instructor utilized current examples from TV, movies, radio, magazines, and newspapers to teach the language.	152	4.0	0.96	74.2	2.0	9.2	7.9	52.0	28.9
7.	My instructor was knowledgeable about how the language is currently used.	154	4.2	0.87	80.4	1.9	3.2	7.8	45.5	41.6
8.	The instructor encouraged students to speak in the target language.	154	4.3	0.83	82.3	0.6	3.9	8.4	39.6	47.4

Table A42: Sustainment/Enhancement Language Training.

Answer the following about the curriculum...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
9.	The primary emphasis of the curriculum was on the formal language.	185	3.8	0.91	70.5	-	14.1	9.2	57.3	19.5
10.	The curriculum included slang and/or street language.	186	3.0	1.13	48.7	7.5	36.6	17.2	31.2	7.5
11.	The materials used in training were free from error.	183	3.3	1.04	57.1	4.9	20.2	24.6	42.1	8.2
12.	The curriculum included instruction and practice in all four skill modalities (i.e. reading, writing, speaking, and listening).	186	3.5	1.19	62.0	4.8	23.7	9.7	42.5	19.4
13.	The curriculum covered the vocabulary necessary for my job and missions.	184	3.0	1.11	50.4	6.5	31.5	25.0	27.7	9.2
14.	The curriculum was pre-packaged and not customized to SOF.	161	3.5	1.20	61.3	5.0	53.0	14.9	36.0	21.1
15.	The course would have been more effective if we had covered less content in more detail.	178	3.0	1.04	51.0	5.6	28.7	28.7	30.3	6.7

Table A43: Immersion Training.

Directions: When answering these questions, think about the most recent immersion training that you have had.		
1. How many weeks was your immersion training?	N	Percentage
0-2 weeks	29	21.0
3-4 weeks	51	37.0
5-6 weeks	18	13.0
7-10 weeks	11	8.0
11-20 weeks	13	9.4
21-30 weeks	6	4.3
31-40 weeks	1	0.7
40 + weeks	9	6.5
3. What kind of immersion training was it?	N	Percentage
Iso-immersion (i.e., CONUS)	53	37.1
Immersion training (i.e., OCONUS)	90	62.9

Table A44: Immersion Training.

4. What language were you studying during immersion training?	N	Percentage
Chinese-Mandarin	3	2.1
French	9	6.3
German	10	7.0
Indonesian	1	0.7
Korean	19	13.4
Modern Standard Arabic	28	19.7
Pashtu	1	0.7
Persian-Farsi	6	4.2
Polish	2	1.4
Russian	23	16.2
Serbian-Croatian	2	1.4
Spanish	27	19.0
Thai	2	1.4
Turkish	1	0.7
Urdu	1	0.7
Vietnamese	2	1.4
Miscellaneous CAT II	1	0.7
Miscellaneous CAT III	1	0.7
Miscellaneous CAT IV	2	1.4

Table A45: Immersion Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
5.	My language proficiency improved as a result of immersion training.	143	4.3	0.86	81.3	-	6.3	8.4	39.2	46.2
6.	I would have benefited more from immersion training if my initial proficiency was higher.	140	3.4	1.09	60.2	4.3	19.3	22.1	40.0	14.3
7.	Immersion training is the most effective way to acquire language skills.	148	4.4	0.86	85.0	-	4.1	12.2	23.6	60.1
8.	I think that OCONUS immersion training is a boondoggle.	133	1.8	0.99	19.6	53.4	21.8	189.5	3.8	1.5

Table A46: Training Effectiveness on Deployment.

Directions: answer the following questions related to your most recent training experience in which you were deployed in that language after training (i.e. took a course and deployed)		
1. Please indicate your most recent training experience in which you were deployed in that language after training:	N	Percentage
Initial acquisition language training	175	41.0
Sustainment/enhancement training in official or required AOR language	179	41.9
Pre-deployment training in language outside AOR (e.g., GWOT language)	73	17.1

Table A47: Training Effectiveness on Deployment.

Directions: Answer the following questions related to your most recent training experience in which you were deployed in that language after training (i.e. took a course and deployed).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2.	The language training I received prepared me for situations that I commonly encountered while deployed or on the mission.	385	3.1	1.18	51.4	10.4	26.8	17.9	36.6	8.3
3.	As a result of language training, I had no problem(s) speaking with local people, asking directions, giving commands, and reserving lodging.	387	3.1	1.27	51.2	14.2	23.3	18.1	32.6	11.9
4.	As a result of language training, I had no problem(s) building rapport/trust with local people.	383	3.2	1.23	55.0	10.4	21.4	20.9	32.4	14.9
5.	As a result of language training, I had no problem (s) reading street signs, warning markers, graffiti, important documents, and news.	384	3.3	1.25	56.6	10.9	19.5	17.7	35.9	15.9
6.	As a result of language training, I had no problem(s) listening to local people, answering their questions, and following local news programs.	384	2.8	1.22	45.3	15.6	30.2	20.1	25.8	8.3
7.	While deployed, I encountered situations where I felt that more substantial language training should have been required.	381	4.1	1.06	76.8	3.1	6.8	12.9	34.1	43.0

Table A48: Training Effectiveness on Deployment.

Directions: Answer the following questions related to your most recent training experience in which you were deployed in that language after training (i.e. took a course and deployed).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
8.	I was taught in the most up-to-date form of the language (i.e. how the language is currently used).	396	3.0	1.23	50.8	13.4	22.5	23.2	29.3	11.6
9.	While deployed, I found that I received incorrect information during language training.	367	2.7	1.14	41.4	15.3	36.0	23.2	19.3	6.3

Table A49: General Attitudes toward Language Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I believe that official language training is essential for success on the job.	759	4.1	1.28	78.3	10.3	2.8	6.6	24.2	56.1
2.	I do not believe the official language training focuses on the language skills and mission situations important to SOF.	628	3.1	1.18	51.6	11.3	20.1	21.4	25.3	11.9
3.	I would sacrifice some of the training allocated to my SOF skills training (e.g. weapons training) to shift to language proficiency.	577	3.3	1.18	57.5	7.5	21.5	19.6	36.4	15.1
4.	I do not put much effort into language training.	753	2.5	1.10	36.5	18.7	40.9	20.2	15.9	4.2
5.	I want to succeed in language training so that I will do well on missions.	748	4.4	0.70	86.1	0.5	1.1	5.5	39.4	53.5
6.	I am motivated to succeed in language training because I want to receive FLPP.	734	3.4	1.18	60.3	6.4	17.8	24.0	31.9	19.9
7.	I am motivated to succeed in language training because I am accountable to my team for my language abilities.	651	4.2	0.96	79.7	2.3	4.3	11.8	35.5	46.1
8.	I would be more motivated to perform well in language training if it was a criteria for promotions or would be used in future decisions about my job.	748	3.7	1.24	67.0	7.0	12.3	19.1	29.0	32.6
9.	Language training will make a good addition to my resume.	785	4.2	0.93	79.6	2.0	3.4	13.5	36.2	44.8
10.	My chain of command cares about my language proficiency.	743	2.7	1.21	42.9	19.7	25.4	25.7	22.1	7.1

Table A50: Attitudes toward Immersion Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
11.	I am often pulled out of language training for non-critical details.	515	3.4	1.15	59.2	5.8	17.7	29.3	28.3	18.8
12.	My chain of command will make the sacrifices necessary to ensure that I sustain my language proficiency.	662	2.4	1.08	35.9	22.7	31.4	29.2	13.3	3.5
13.	Maintaining proficiency in my core SOF skills does not leave time for maintaining appropriate language proficiency.	480	3.0	1.02	50.1	5.4	27.3	37.1	22.1	8.1
14.	With the current OPTEMPO, sustainment/enhancement training in my official language is impossible.	613	3.2	1.16	55.6	6.9	22.5	27.2	28.4	15.0
15.	I would put more effort into language training if the resources were more accessible.	738	4.1	0.96	76.7	2.0	5.0	15.3	39.6	38.1
16.	Selection for OCONUS immersion training is fair.	584	2.8	1.14	44.5	18.5	15.9	41.3	17.8	6.5
18.	OCONUS immersion training should occur regularly as part of sustainment/enhancement training.	687	4.3	0.78	83.2	0.6	1.2	12.4	36.8	49.1
19.	OCONUS immersion training is used (viewed) as a motivating reward rather than for skill enhancement.	606	3.6	0.99	64.7	3.1	6.4	39.8	29.9	20.8
20.	My command thinks that OCONUS immersion training is a boondoggle.	547	3.5	1.00	62.1	3.1	8.4	45.5	23.0	19.9
21.	CONUS iso-immersion is equally as effective as OCONUS immersion.	597	2.5	1.05	36.2	22.1	27.5	37.4	9.5	3.5

Table A51: Technology-Delivered Training.

Directions: Answer the following questions regarding your opinions and experiences with technology.		
1. Have you ever used technology-delivered training (Examples: Computer based training, video teleconferencing, distance/distributive learning, self-paced language learning software, etc.)?	N	Percentage
Yes	323	78.2
No	90	21.8

Table A52: Technology-Delivered Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2.	I believe that classroom training is more useful than technology-delivered training (TDT) for the initial acquisition of a language.	409	4.1	0.95	78.1	0.5	7.1	15.4	33.7	43.3
3.	I would be likely to use TDT options if they were available.	409	3.8	0.91	68.7	2.7	7.3	19.1	54.3	16.6
4.	I believe that TDT means that I will be completing training on my own time/ at home (e.g. not duty time).	413	3.6	0.95	66.1	2.2	11.6	21.5	48.9	15.7
5.	I believe that TDT is used most effectively when supplementing classroom instruction.	413	4.1	0.76	78.6	0.5	3.1	10.4	53.5	32.4
6.	I would be more likely to use TDT if it was scheduled (i.e., on duty time) versus when it is on my own time (i.e., not duty time).	404	4.0	0.97	74.6	2.0	6.4	16.8	40.6	34.2
7.	I believe that TDT is an effective way to learn language skills.	412	3.1	0.99	53.3	5.6	21.4	32.3	35.7	5.1
8.	I believe that TDT is an effective way to sustain/enhance my language skills.	411	3.7	0.88	68.4	2.7	7.5	16.3	60.3	13.1
9.	I believe that TDT is only effective when trainees are motivated.	413	4.0	0.90	75.3	1.2	5.8	15.3	46.0	31.7
10.	I have heard of the SOFTS (Special Operations Forces Training System) program where SOF personnel can take a class with a live instructor over the internet using PC-based tele-conferencing.	325	2.0	1.06	23.8	42.8	33.5	11.4	10.5	1.8
11.	I would participate in SOFTS if I had the opportunity.	360	3.9	0.92	73.6	1.9	4.7	19.4	44.7	29.2

Table A53: Technology-Delivered Training.

I am more likely to use TDT rather than face-to-face (i.e. classroom) instruction because TDT...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
12.	Provides the convenience of working at home.	397	3.1	1.15	52.4	10.3	20.7	24.2	38.8	6.0
13.	Allows you to complete training at your own pace.	395	3.4	1.10	58.7	8.9	13.4	21.0	47.6	9.1
14.	Reduces external pressures such as live instructors or peers.	394	2.6	1.10	39.1	18.5	33.5	24.1	20.8	3.0

Table A54: Technology-Delivered Training.

Directions: Answer the following questions regarding your opinions and experiences with technology.		
15. Have you ever used machine language translation (MLT) devices (Example: Phraselator or Voice Response Translator (VRT))?	N	Percentage
Yes	62	15.3
No	344	84.7
16. Have you ever used the Phraselator?	N	Percentage
Yes	40	9.5
No	381	90.5
17. Have you ever used the VRT?	N	Percentage
Yes	18	4.3
No	402	95.7
18. Have you ever used S-Minds?	N	Percentage
Yes	5	1.2
No	413	98.8

Table A55: Technology-Delivered Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
19.	I believe that MLT is an effective way to communicate.	214	2.5	0.89	37.2	17.8	24.3	50.5	6.5	0.9
20.	I believe that MLT is effective for the SOF core tasks I conduct that require language capability.	186	2.6	0.83	38.7	14.0	24.7	54.3	6.5	0.5
21.	I believe that MLT shows promise for the future.	232	3.1	0.99	53.5	9.1	10.8	42.2	33.2	4.7
22.	I believe that MLT cannot replace language trained operators.	263	4.2	0.99	80.0	2.3	1.9	21.7	21.7	52.5

Table A56: Organizational Climate and Support.

Directions: Answer the following questions regarding organizational climate and support.							
Rate your command on how well it does on each of the following:		N	Percentage (%) of Responses				
			A (Excellent)	B (Above Average)	C (Average)	D (Below Average)	F (Fail)
1.	Allocating duty hours/weeks to language training or language practice.	757	7.1	10.4	27.9	18.5	36.1
2.	Encouraging the use of your language during non-language training.	760	4.7	8.0	27.4	23.2	36.7
3.	Placing command emphasis on language proficiency.	755	7.8	12.7	27.0	20.5	31.9
4.	Providing support to help you acquire and maintain enough proficiency to qualify for FLPP.	756	6.0	9.4	27.1	21.8	35.7
5.	Providing recognition and awards related to language.	757	4.6	5.9	20.6	25.0	43.9
6.	Providing language learning materials.	758	6.6	13.1	30.3	21.0	29.0
7.	Ensuring quality language instruction is available.	755	7.0	12.2	26.2	22.4	32.2
8.	Ensuring pre-deployment training is available.	753	7.3	11.3	28.8	21.4	31.2
9.	Placing command emphasis on taking the DLPT on time.	754	17.2	16.3	24.8	14.5	27.2
10.	Finding ways to increase time for language training.	757	3.8	6.5	28.4	22.2	39.1
11.	Ensuring that personnel in language training are not pulled for non-critical details.	748	5.1	7.6	32.2	19.3	35.8

Table A57: Language and Attrition.

Directions: Answer the following questions regarding language and its relation to attrition.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I intend to leave SOF if I am unable to get the language training I need.	411	2.2	1.19	30.4	34.1	31.4	20.9	6.3	7.3
2.	I have considered leaving SOF to pursue a job in the civilian world where my language skills will be highly compensated.	417	2.9	1.4	48.1	21.6	23.7	15.1	19.9	19.7
3.	My decision to re-enlist in SOF is based in part on issues relating to language proficiency and language training.	385	2.6	1.31	40.9	24.4	24.7	26.0	12.7	12.2
4.	I intend to leave SOF if language requirements are increased.	414	1.9	0.98	23.4	40.1	34.3	20.3	2.4	2.9
5.	I am likely to re-enlist in SOF.	383	3.7	1.16	67.8	5.7	7.3	29.2	25.3	32.4

Table A58: Demographics.

To which military branch of service are you assigned?	N	Percentage
Air Force	-	-
Army	857	100.0
Navy	-	-
Have you been deployed with a SOF Unit in the past four (4) years?	N	Percentage
Yes	322	37.6
No	535	62.4
How many years of total service in SOF do you have?	N	Percentage
Less than one year	231	35.1
1-4 years	158	24.0
5-8 years	104	15.8
9-12 years	49	7.4
12-16 years	54	8.2
17-20 years	34	5.2
More than 20 years	29	4.4
How long have you been working in your current job?	N	Percentage
Less than one year	158	20.2
1-4 years	357	45.7
5-8 years	107	13.7
9-12 years	65	8.3
12-16 years	29	3.7
17-20 years	35	4.5
More than 20 years	30	3.8

Table A59: Demographics.

What is your current official or required language?	N	Percentage
Cambodian (Khmer)	4	0.6
Chinese-Mandarin	21	3.0
Dari	4	0.6
French	65	9.2
German	57	8.0
Indonesian	11	1.6
Korean	50	7.1
Modern Standard Arabic	102	14.4
Pashtu	3	0.4
Persian-Farsi	20	2.8
Polish	7	1.0
Portuguese (Brazilian)	10	1.4
Russian	77	10.9
Serbian-Croatian	13	1.8
Spanish	186	26.2
Tagalog (Filipino)	13	1.8
Thai	21	3.0
Turkish	3	0.4
Urdu	5	0.7
Vietnamese	5	0.7
Japanese	5	0.7
Italian	5	0.7
Miscellaneous CAT I	4	0.6
Miscellaneous CAT II	2	0.3
Miscellaneous CAT III	12	1.7
Miscellaneous CAT IV	4	0.6

Table A60: Demographics.

What other languages are you proficient in besides your current official or required language?	N	Percentage
Cambodian (Khmer)	4	0.6
Chinese-Mandarin	13	2.0
Dari	7	1.1
French	75	11.5
German	108	16.5
Indonesian	1	0.2
Korean	17	2.6
Modern Standard Arabic	26	4.0
Pashtu	9	1.4
Persian-Farsi	7	1.1
Polish	7	1.1
Portuguese (Brazilian)	39	6.0
Russian	41	6.3
Serbian-Croatian	27	4.1
Spanish	159	24.3
Tagalog (Filipino)	8	1.2
Thai	7	1.1
Turkish	3	0.5
Urdu	7	1.1
Vietnamese	3	0.5
Japanese	9	1.4
Italian	20	3.1
Miscellaneous CAT I	11	1.7
Miscellaneous CAT II	4	0.6
Miscellaneous CAT III	28	4.3
Miscellaneous CAT IV	13	2.0

Table A61: Demographics.

How long have you been deployed in the last 12 months?	N	Percentage
Have not been deployed	361	43.4
1-2 months	66	7.9
3-4 months	70	8.4
5-6 months	83	10.0
More than 6 months	251	30.2
How many times have you been deployed on exercises or operations in your AOR? Include all deployments during your career.	N	Percentage
Have not been deployed	233	28.7
1-2 times	237	29.2
3-4 times	92	11.3
5-6 times	49	6.0
More than 6 times	201	24.8
How many times have you been deployed on exercises or operations outside of your AOR? Include all deployments during your career.	N	Percentage
Have not been deployed	298	37.0
1-2 times	287	35.6
3-4 times	100	12.4
5-6 times	40	5.0
More than 6 times	81	10.0

Table A62: Demographics.

Which operator type best describes you?	N	Percentage
SF AC	120	14.0
SF RC	48	5.6
CA AC	14	1.6
CA RC	46	5.4
PSYOP AC	45	5.3
PSYOP RC	24	2.8
MI Soldier Assigned to SOF Unit	56	6.5
Non-SOF MI, FAO, or other linguists (Non-SOF, language coded positions)	325	37.9
Other SOF	26	3.0
Other non-SOF	144	16.8
SOF support	9	1.1

Table A63: Demographics.

What is your grade?	N	Percentage
E2	2	0.3
E3	18	2.3
E4	99	12.5
E5	119	15.0
E6	139	17.6
E7	132	16.7
E8	49	6.2
E9	5	0.6
WO-01	9	1.1
WO-02	12	1.5
WO-03	14	1.8
WO-04	9	1.1
WO-05	3	0.4
O-1	17	2.1
O-2	21	2.7
O-3	48	6.1
O-4	45	5.7
O-5	37	4.7
O-6	13	1.6
O-7	1	0.1

Table A64: Demographics.

Are you currently on active duty?	N	Percentage
Yes	628	74.0
No	221	26.0
Are you a member of the Reserves/National Guard?	N	Percentage
Yes	356	42.0
No	491	58.0

Appendix B: Findings for ARSOF Overall²⁷⁹

²⁷⁹ This group includes ARSOF operators, SOF other, SOF support, MI soldiers assigned to SOF units.

Table B1: General Language Requirements.

1. Think about the use of street dialect (e.g. blue-collar/slang) in conversation with people in the deployment location. Example: Asking for directions from or giving important instructions to the typical person you encounter while deployed.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you use this street dialect?	289	3.7	1.16	67.0	4.8	11.4	24.2	29.8	29.8
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is street dialect to completing SOF core tasks?	292	3.5	1.03	63.7	3.1	9.6	38.7	26.7	21.9

Table B2: General Language Requirements.

2. Think about giving commands in a direct action scenario in the deployment language. Example: "Get down!" or "Drop the weapon!"										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you give this type of command?	292	3.2	1.30	55.4	12.7	19.2	21.2	27.7	19.2
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is giving this type of command?	293	4.0	1.01	75.3	1.4	5.8	24.2	27.6	41.0

Table B3: General Language Requirements.

3. Think about the use of formal language in conversation with people in the deployment location. Example: Giving a thank you speech to local country hosts or conducting business negotiations with officials.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you use this formal language?	291	3.3	1.20	56.3	9.3	17.2	29.9	26.5	17.2
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is formal language to completing SOF core tasks?	293	3.5	1.02	62.2	2.7	12.6	36.5	29.4	18.8

Table B4: General Language Requirements.

4. Think about the use of language in building rapport with people in the deployment location. Example: The initial meeting with the local militia leader.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	288	4.2	0.99	79.3	2.8	3.5	14.9	31.3	47.6
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	289	4.3	0.84	83.7	0.7	1.0	16.6	26.0	55.7

Table B5: General Language Requirements.

5. Think about the use of military or technical vocabulary in conversation with people in the deployment location. Example: Training local mechanics, policemen, or soldiers.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you use military-technical vocabulary?	292	3.5	1.11	62.2	5.5	12.0	31.2	30.8	20.5
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this vocabulary to completing SOF core tasks?	291	3.7	1.03	67.0	1.4	10.7	33.3	27.8	26.8

Table B6: General Language Requirements.

6. Think about reading in the language of the deployment country. Examples: Identifying important documents, reading signs/graffiti, and navigation.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	291	4.0	1.03	73.9	2.4	6.9	20.6	33.0	37.1
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	293	4.0	0.97	74.5	0.7	6.1	25.3	30.4	37.5

Table B7: General Language Requirements.

7. Think about writing in the language of the deployment country. Example: Making written arrangements (contracts) with local officials, writing an operations order, or writing a list of supplies for a local guide to purchase.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	287	2.8	1.13	45.4	12.2	28.2	35.5	13.9	10.1
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	289	3.0	1.09	50.3	4.2	32.9	33.6	16.3	13.1

Table B8: General Language Requirements.

8. Think about listening to conversations or broadcasts in the language of the deployment country. Example: Listening to conversations at a café or a radio broadcast to determine local support for your presence.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	291	3.9	1.02	72.4	1.7	7.2	25.8	30.2	35.1
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	292	3.9	1.04	72.0	1.0	10.3	23.6	29.8	35.3

Table B9: General Language Requirements.

9. Which statement best describes the level of language proficiency ideal for your typical tasks and duties?	N	Percentage
None	3	1.0
Asking directions; reading street signs or a map; giving basic commands; using simple common courtesy phrases and questions (“tourist guide” phrases); limited knowledge of the culture.	18	6.1
Asking and responding to questions beyond the standard “tourist guide” phrases; limited conversation/dialogue; listening and understanding the typical radio/TV broadcasts or conversation; getting the gist of newspaper headlines or articles; working knowledge and understanding of the culture.	75	25.4
Extended dialogue/conversation on a variety of topics; reading important documents or the local newspaper with a good understanding; listening and understanding most conversations or broadcasts; and ability to understand culturally appropriate humor and metaphors.	127	43.1
Negotiations; persuading others with complex issues or thoughts; writing contracts or complex messages; reading very sophisticated or technical materials; complete comprehension of conversations and broadcasts; confidence in all levels of conversation; and ability to use culturally appropriate humor and metaphors.	72	24.4

Table B10: Mission-based Language Requirements.

1. What was your primary SOF core task on this deployment?	N	Percentage
Direct Action (DA)	25	8.5
Special Reconnaissance (SR)	15	5.1
Unconventional Warfare (UW)	45	15.4
Foreign Internal Defense (FID)	53	18.1
Civil Affairs Operations (CAO)	44	15.0
Psychological Operations (PSYOP)	57	19.5
Counterterrorism (CT)	16	5.5
Information Operations (IO)	13	4.4
Force Protection (FP)	3	1.0
Miscellaneous Intelligence (Intel.)	9	3.1
Other	13	4.4
2. Was this mission inside or outside your AOR?	N	Percentage
Inside AOR	180	61.0
Outside AOR	115	39.0

Table B11: Mission-based Language Requirements.

3. Which statements best describes the level of language proficiency ideal for you tasks and duties on this mission?	N	Percentage
None	19	6.4
Asking directions; reading street signs or a map; giving basic commands; using simple common courtesy phrases and questions ("tourist guide" phrases); limited knowledge of the culture.	27	9.2
Asking and responding to questions beyond the standard "tourist guide" phrases; limited conversation/dialogue; listening and understanding the typical radio/TV broadcasts or conversation; getting the gist of newspaper headlines or articles; working knowledge and understanding of the culture.	72	24.4
Extended dialogue/conversation on a variety of topics; reading important documents or the local newspaper with a good understanding; listening and understanding most conversations or broadcasts; and ability to understand culturally appropriate humor and metaphors.	118	40.0
Negotiations; persuading others with complex issues or thoughts; writing contracts or complex messages; reading very sophisticated or technical materials; complete comprehension of conversations and broadcasts; confidence in all levels of conversation; and ability to use culturally appropriate humor and metaphors.	59	20.0
4. Which of the following language-related tasks were required for this mission?	N	Percentage
Topic specific instruction; teaching a class on how to employ and maintain equipment, teaching tactics, explaining the role and function of staff personnel.	9	3.1
Establishing and building rapport and some level of trust with a political or military figure.	84	28.6
Both a and b	166	56.5
Neither a and b	35	11.9
5. How long were you deployed in this country?	N	Percentage
Less than 3 months	47	15.9
3 – 6 months	117	39.7
6 – 12 months	107	36.3
Over 12 months	24	8.1

Table B12: Mission-based Language Requirements.

How much did the mission require you to use the following in the deployment language?		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Always
6.	Military-specific language	283	3.1	1.18	51.5	12.0	20.1	27.9	29.7	10.2
7.	Formal language	285	2.9	1.07	47.2	10.5	24.6	37.2	21.1	6.7
8.	Slang/street language	285	3.5	1.05	61.3	6.0	11.2	27.4	42.5	13.0
9.	Local dialect	282	3.4	1.17	59.6	9.9	11.0	25.9	37.2	16.0
10.	Speaking skills	283	3.8	1.17	69.6	7.1	6.7	19.1	35.0	32.2
11.	Listening skills	283	4.0	1.16	74.5	6.0	6.4	12.7	33.6	41.3
12.	Reading skills	280	2.9	1.18	48.5	13.6	21.8	31.8	22.9	10.0
13.	Writing skills	279	2.3	1.14	31.9	29.4	33.3	23.7	7.5	6.1
14.	Job aids (Example: note cards or Kwikpoint, but not interpreters)	265	2.4	1.21	34.3	31.7	23.0	26.8	13.2	5.3
15.	Interpreters	286	3.7	1.51	68.3	17.1	5.2	12.6	17.5	47.6

Table B13: Mission-based Language Requirements.

Please rate the following on a scale of Strongly Disagree to Strongly Agree		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
16.	I was well prepared for this deployment in terms of language and cultural understanding.	286	2.7	1.37	43.4	23.4	26.2	16.8	20.3	13.3
17.	I used my language skills frequently while on this deployment.	274	3.6	1.49	65.8	16.8	8.4	10.6	23.4	40.9

Table B14: Mission-based Language Requirements.

How important do you believe language proficiency is for...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Not Important	Low Importance	Important	High Importance	Critical
18.	Building rapport/trust	295	4.4	0.77	84.1	0.7	0.3	12.9	34.2	51.9
19.	Training or teaching others	292	3.9	0.94	72.3	0.7	8.2	20.9	41.8	28.4
20.	Reducing need for interpreters/translators	287	3.9	1.12	72.8	3.5	9.4	18.1	30.3	38.7
21.	Logistics (i.e. saving time or convenience in getting things done)	294	3.6	0.95	65.6	0.7	11.2	33.3	34.7	20.1
22.	Timely identification of important documents	293	3.8	1.06	69.0	1.7	11.3	27.0	29.4	30.7
23.	Giving basic commands	294	3.9	0.95	72.5	-	8.2	25.5	34.4	32.0
24.	Discrete eavesdropping	293	4.0	1.05	74.6	1.7	9.2	17.7	31.7	39.6
25.	Increasing situational awareness	294	4.2	0.83	80.4	0.7	1.4	17.7	36.1	44.2
26.	Maintaining control in hostile confrontations	292	4.1	1.00	77.2	1.4	6.8	17.5	30.1	44.2
27.	Persuading people to provide sensitive information	290	4.0	1.04	75.0	1.7	7.9	19.3	30.7	40.3
28.	Negotiations	281	4.0	0.99	74.9	1.1	7.1	21.4	32.0	38.4

Table B15: Use of Interpreters.

1. Have you used an interpreter on a mission in the past four years?	N	Percentage
Yes	235	80.5
No	57	19.5

Table B16: Use of Interpreters.

Directions: Answer the following questions about your experiences with interpreters on your missions. Think about this across all of your deployments inside and outside your AOR (i.e., your unit's normal area of responsibility).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
1.	How often do you use CAT I interpreters (i.e. Local hire, indigenous personnel, not vetted; OR a US citizen, not vetted)?	234	4.0	1.21	74.5	5.6	6.4	20.9	18.8	48.3
2.	How often do you use CAT II/III interpreters (i.e. US citizen with a secret OR top secret clearance)?	233	3.0	1.39	49.6	18.5	21.5	23.2	17.2	19.7

Table B17: Use of Interpreters.

Directions: Answer the following questions about your experiences with interpreters on your missions. Think about this across all of your deployments inside and outside your AOR (i.e., your unit's normal area of responsibility).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3.	If I were more proficient in my current or official language, I would be less likely to rely on interpreters.	230	4.0	1.24	75.5	7.0	9.1	6.5	29.6	47.8
4.	In my experiences, I have observed situations where interpreters have compromised the mission outcome.	226	3.5	1.15	62.9	4.9	15.5	26.1	30.1	23.5
5.	I use interpreters only when advanced/high levels of proficiency are required.	229	2.7	1.22	42.7	14.4	39.3	17.9	17.9	10.5
6.	It would have been useful to receive training on using interpreters prior to deployment.	224	3.6	0.97	63.8	2.2	12.1	29.9	39.7	16.1
7.	Interpreters are essential for carrying out missions.	232	3.9	0.95	72.1	2.2	6.0	20.7	43.5	27.6
8.	I feel our unit is too dependent on interpreters.	233	3.9	1.18	72.3	3.4	12.4	17.2	25.3	41.6
9.	My unit frequently uses interpreters when deployed inside the normal AOR.	227	3.8	1.18	70.3	6.2	11.0	10.6	40.1	32.2
10.	I can be as effective on my missions without an interpreter.	231	2.3	1.26	31.9	31.6	35.9	15.6	6.9	10.0
11.	In my experience, most interpreters were trustworthy.	232	3.4	0.91	59.4	3.0	14.2	31.5	44.8	6.5
12.	In my experience, most interpreters were competent.	234	3.5	0.86	63.2	1.7	12.0	25.2	53.8	7.3

Table B18: Outside AOR Deployment.

1. Have you been deployed out of your unit's normal Area of Responsibility (AOR) in the past four years?	N	Percentage
Yes	168	56.9
No	127	43.1

Table B19: Outside AOR Deployment.

Directions: Answer these questions according to your most recent deployment outside of your unit's AOR or normal area of responsibility (e.g., GWOT mission).		
1. Which statement best describes the level of language proficiency ideal for you tasks and duties on this mission?	N	Percentage
None	23	14.0
Asking directions; reading street signs or a map; giving basic commands; using simple common courtesy phrases and questions ("tourist guide" phrases); limited knowledge of the culture.	22	13.4
Asking and responding to questions beyond the standard "tourist guide" phrases; limited conversation/dialogue; listening and understanding the typical radio/TV broadcasts or conversation; getting the gist of newspaper headlines or articles; working knowledge and understanding of the culture.	45	27.4
Extended dialogue/conversation on a variety of topics; reading important documents or the local newspaper with a good understanding; listening and understanding most conversations or broadcasts; and ability to understand culturally appropriate humor and metaphors.	51	31.1
Negotiations; persuading others with complex issues or thoughts; writing contracts or complex messages; reading very sophisticated or technical materials; complete comprehension of conversations and broadcasts; confidence in all levels of conversation; and ability to use culturally appropriate humor and metaphors.	23	14.0
2. Which of the following language-related tasks were required for this mission?	N	Percentage
Topic specific instruction; teaching a class on how to employ and maintain equipment, teaching tactics, explaining the role and function of staff personnel.	6	3.7
Establishing and building rapport and some level of trust with a political or military figure.	44	27.2
Both a and b	93	57.4
Neither a and b	19	11.7

Table B20: Outside AOR Deployment.

Directions: Answer these questions according to your most recent deployment outside of your unit's AOR or normal area of responsibility (e.g., GWOT mission).		
3. How long were you deployed in this country?	N	Percentage
Less than 3 months	19	11.7
3 – 6 months	67	41.4
6 – 12 months	68	42.0
Over 12 months	8	4.9

Table B21: Outside AOR Deployment.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4.	I was able to meet the language-related requirements of this mission.	155	2.1	1.18	27.3	39.4	33.5	10.3	12.3	4.5
5.	While on this deployment, I experienced language-related issues or deficiencies.	160	4.1	1.15	78.4	5.6	6.3	7.5	30.0	50.6
6.	My proficiency in my official or required language suffered because of this deployment.	151	3.4	1.29	60.4	10.6	16.6	15.9	34.4	22.5
7.	I am confident that I will be able to regain my previous proficiency in my official or required language.	147	3.7	1.12	67.3	3.4	12.9	23.1	32.0	28.6
8.	Prior to deployment, I was proficient in the language required.	149	2.8	1.42	45.8	23.5	23.5	15.4	21.5	16.1

Table B22: Outside AOR Deployment.

1. I received pre-deployment language training?	N	Percentage
Yes	31	19.1
No	131	80.9

Table B23: Use of Interpreters Outside AOR Deployment.

1. Have you used an interpreter on a mission in the past four years?	N	Percentage
Yes	144	88.9
No	18	11.1

Table B24: Use of Interpreters Outside AOR Deployment.

1. What type of interpreter was used for this mission?	N	Percentage
CAT I (i.e., Local hire indigenous personnel, not vetted; OR a US citizen not vetted)	85	59.9
CAT II / CAT III (i.e., US citizen with a secret OR top secret clearance)	38	26.8
Both CAT I and CAT II/III	19	13.4

Table B25: Use of Interpreters Outside AOR Deployment.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2.	Using interpreter(s) was essential for carrying out this mission.	142	4.5	0.65	88.6	0.7	0.7	2.1	36.6	59.9
3.	I could have been as effective on this mission without using interpreter(s).	141	1.8	0.98	20.2	45.4	39.7	5.7	7.1	2.1
4.	The interpreter(s) that I used on this mission was (were) trustworthy.	142	3.7	0.92	66.7	2.1	9.9	21.8	51.4	14.8
5.	The interpreter(s) that I used on this mission was (were) competent.	142	3.9	0.82	71.5	-	8.5	16.2	56.3	19.0
6.	I feel that during this mission, I was too dependent on interpreters.	142	4.0	1.07	76.1	2.1	9.9	12.7	32.4	43.0
7.	My unit frequently uses interpreters when outside the normal AOR.	140	4.5	0.61	88.0	-	-	5.7	36.4	57.9

Table B26: Beliefs about Proficiency.

Directions: Respond to the following items based on your skills related to your official or required language.		
1. Do you have any level of proficiency in a language other than English?	N	Percentage
Yes	355	93.2
No	26	6.8

Table B27: Beliefs about Proficiency.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Always
2.	I feel confident in my ability to use military terminology in the language required by my AOR assignment.	376	3.0	1.22	50.3	11.4	25.0	29.0	20.2	14.4
3.	I feel confident in my ability to satisfy minimum courtesy requirements and maintain very simple face-to-face conversations on familiar topics in the language required by my AOR assignment.	378	3.8	1.28	68.9	7.4	11.6	18.0	23.8	39.2
4.	I feel confident in my ability to participate in informal conversations on practical, social, and professional topics in the language required by my AOR assignment.	376	3.2	1.36	55.0	13.6	19.4	24.7	18.1	24.2

Table B28: Official Language Testing.

1. Have you taken the Defense Language Proficiency Test (DLPT) in the past four years?	N	Percentage
Yes	291	82.0
No	64	18.0
2. Are you currently required to take the DLPT annually?	N	Percentage
Yes	222	79.9
No	56	20.1

Table B29: Official Language Testing.

3. What is your current official or required AOR language?	N	Percentage
Cambodian (Khmer)	2	0.7
Chinese-Mandarin	6	2.1
Dari	2	0.7
French	36	12.5
German	20	7.0
Indonesian	7	2.4
Korean	19	6.6
Modern Standard Arabic	33	11.5
Pashtu	1	0.3
Persian-Farsi	10	3.5
Polish	4	1.4
Portuguese (Brazilian)	3	1.0
Russian	23	8.0
Serbian-Croatian	5	1.7
Spanish	88	30.7
Tagalog (Filipino)	4	1.4
Thai	13	4.5
Turkish	1	0.3
Urdu	1	0.3
Vietnamese	1	0.3
Italian	1	0.3
Miscellaneous CAT I	1	0.3
Miscellaneous CAT III	3	1.0
Miscellaneous CAT IV	3	1.0

Table B30: Official Language Testing.

4. When was the last time that you took the DLPT in your current official or required AOR language?	N	Percentage
2004	117	41.2
2003	97	34.2
2002	37	13.0
2001	23	8.1
Prior to 2001	10	3.5
5. What is your level of proficiency in your current official or required AOR language according to your most recent DLPT score? (Listening)	N	Percentage
0	11	3.9
0+	46	16.3
1	43	15.2
1+	36	12.8
2	48	17.0
2+	48	17.0
3	50	17.7
6. What is your level of proficiency in your current official or required AOR language according to your most recent DLPT score? (Reading)	N	Percentage
0	13	4.6
0+	25	8.9
1	43	15.3
1+	30	10.7
2	31	11.0
2+	57	20.3
3	82	29.2

Table B31: Official Language Testing.

5. Have you ever taken an Oral Proficiency Interview (OPI)?	N	Percentage
Yes	131	45.3
No	158	54.7

Table B32: Official Language Testing.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
6.	The content of the DLPT is clearly related to what I do during deployment.	280	2.4	1.09	34.3	23.6	37.5	19.3	17.5	2.1
7.	My DLPT scores accurately reflect my ability to use language while on the job.	287	2.7	1.25	41.7	17.8	36.9	15.0	21.3	9.1
8.	Operators who perform well on the DLPT are more likely to successfully use language in the field.	287	3.2	1.11	55.7	6.6	22.0	24.7	35.5	11.1
9.	If my score on the DLPT is too high, my chain of command will take unfair advantage of me.	272	2.3	1.04	32.0	22.4	43.8	21.7	7.7	4.4
10.	I marked the same answer for every question on the DLPT to get it over with quickly.	276	1.5	0.98	12.0	72.5	18.1	2.9	2.2	4.3
11.	I have memorized the answers to the DLPT since it never changes.	274	1.7	0.99	16.9	57.7	27.7	6.6	5.5	2.6
12.	The OPI (Oral Proficiency Interview) is more related to mission performance than the DLPT.	195	3.4	1.12	60.3	6.7	11.3	35.9	26.7	19.5

Table B33: Foreign Language Proficiency Pay.

Directions: Please respond to the following items regarding Foreign Language Proficiency Pay (FLPP)		
1. Have you received Foreign Language Proficiency Pay (FLPP) in the past four years?	N	Percentage
Yes	147	41.9
No	204	58.1
2. Do you currently receive Foreign Language Proficiency Pay (FLPP)?	N	Percentage
Yes	96	27.4
No	255	72.6

Table B34: Foreign Language Proficiency Pay.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3.	FLPP motivates me to acquire new language skills during personal time.	323	3.3	1.32	56.3	11.8	21.4	18.0	27.6	21.4
4.	FLPP motivates me to maintain my current level of language skills during personal time.	317	3.3	1.34	58.0	12.3	18.9	16.7	28.7	23.3
5.	Procedures for allocating FLPP are fair.	313	2.8	1.17	46.2	17.3	19.2	31.6	25.6	6.4
6.	Procedures for receiving FLPP are straight-forward and simple.	316	3.0	1.16	49.1	13.9	20.3	27.8	31.3	6.6
7.	I believe the amount of my FLPP reflects the effort that I have put into learning or maintaining a language.	300	2.5	1.22	37.8	25.7	27.7	23.0	17.3	6.3

Table B35: Foreign Language Proficiency Pay.

8. FLPP would be more motivating if.... (check all that apply)	N	Percentage
The amounts were increased (e.g. more money).	258	66.5
It was paid for lower proficiency levels.	154	39.7
It was paid once per year as a bonus.	42	10.8
We could get FLPP for speaking proficiency.	177	45.6
The Unit would provide more resources for language training.	218	56.2
The Unit would provide more time for language training.	227	58.5
I had been trained to a higher level during initial acquisition.	167	43.0

Table B36: Language Training.

1. Indicate the military-provided training for your current, official, or required language that you have received in the PAST FOUR YEARS?	N	Percentage
Initial Acquisition Training	84	22.2
Sustainment/Enhancement Training	54	14.3
Both of the above	59	15.6
Neither of the above	181	47.9
2. Have you participated in military-provided immersion training?	N	Percentage
Yes	59	15.6
No	319	84.4
3. Have you EVER received language training paid for and/or sponsored by the military or government?	N	Percentage
Yes	249	66.0
No	128	34.0

Table B37: Initial Acquisition Language Training.

Directions: Answer the following questions about your initial acquisition language training in your official or required language.		
1. What was the source of your initial acquisition language training?	N	Percentage
DLI (at Monterey, California)	43	30.3
USAJFKSWCS	87	61.3
Unit/Command Language Program (CLP)	10	7.0
DLI (at Washington, DC)	2	1.4
2. What was the instructional mode of your initial acquisition language training?	N	Percentage
Classroom	136	95.1
Classroom followed by immersion	4	2.8
DL (i.e., distance/distributive learning)	3	2.1

Table B38: Initial Acquisition Language Training.

Answer the following about your instructor(s)...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3.	My instructor was effective in preparing me to use my language skills.	141	3.9	1.04	72.0	3.5	7.8	15.6	43.3	29.8
4.	It was clear that the instructor incorporated SOF considerations in his/her teaching objectives (e.g. mission language requirements).	140	2.8	1.21	43.8	15.7	33.6	18.6	24.3	7.9
5.	My instructor utilized current examples from TV, movies, radio, magazines, and newspapers to teach the language.	141	3.7	1.17	67.0	5.0	15.6	12.1	41.1	26.2
6.	My instructor was knowledgeable about how the language is currently used.	141	4.1	1.08	77.1	2.8	9.2	9.2	34.0	44.7
7.	The instructor encouraged students to speak in the target language.	140	4.3	0.94	82.1	1.4	5.7	7.9	32.9	52.1

Table B39: Initial Acquisition Language Training.

Answer the following about the curriculum...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
8.	The primary emphasis of the curriculum was on the formal language.	141	4.1	0.84	77.0	0.7	6.4	7.8	54.6	30.5
9.	The curriculum included slang and/or street language.	140	2.5	1.07	38.0	15.7	42.9	17.1	22.1	2.1
10.	The materials used in training were free from error.	140	2.5	1.13	37.9	20.7	34.3	20.7	21.4	2.9
11.	The curriculum included instruction and practice in all four skill modalities (i.e. reading, writing, speaking, and listening).	141	3.8	1.10	70.9	5.0	10.6	7.8	48.9	27.7
12.	The curriculum covered the vocabulary necessary for my job and missions.	141	2.9	1.20	47.5	13.5	28.4	20.6	29.8	7.8
13.	The curriculum was pre-packaged and not customized to SOF.	140	3.5	1.17	63.4	5.0	17.1	20.0	35.0	22.9
14.	The course would have been more effective if we had covered less content in more detail.	138	3.1	1.07	51.8	6.5	25.4	31.2	28.3	8.7

Table B40: Sustainment/Enhancement Language Training.

Directions: Answer the following questions about your sustainment/enhancement language training in your official or required language.		
1. What was the source of your sustainment/enhancement language training?	N	Percentage
DLI (at Monterey, California)	6	5.5
Unit/Command Language Program (CLP)	97	89.0
DLI (at Washington, DC)	1	1.8
Self-Study	3	0.9
2. What was the instructional mode of your sustainment/enhancement language training?	N	Percentage
Language Lab	45	40.5
Distance Learning (DL)	3	2.7
College classes	2	1.8
Immersion	8	7.2
Classroom (DLI/Unit)	32	28.8
Language days/activities	8	7.2
Tutoring	9	8.1
Informal	2	1.8
Other	2	1.8
3. Did you have an instructor for your sustainment/enhancement language training?	N	Percentage
Yes	88	78.6
No	24	21.4

Table B41: Sustainment/Enhancement Language Training.

Answer the following about your instructor(s)...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4.	My instructor was effective in preparing me to use my language skills.	84	3.8	0.86	69.3	1.2	7.1	21.4	53.6	16.7
5.	It was clear that the instructor incorporated SOF considerations in his/her teaching objectives (e.g. mission language requirements).	82	2.8	1.19	45.1	13.4	34.1	18.3	26.8	7.3
6.	My instructor utilized current examples from TV, movies, radio, magazines, and newspapers to teach the language.	85	3.8	1.02	70.3	2.4	12.9	9.4	51.8	23.5
7.	My instructor was knowledgeable about how the language is currently used.	86	4.2	0.85	79.9	2.3	2.3	7.0	50.0	38.4
8.	The instructor encouraged students to speak in the target language.	86	4.3	0.79	82.0	1.2	1.2	10.5	43.0	44.2

Table B42: Sustainment/Enhancement Language Training.

Answer the following about the curriculum...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
9.	The primary emphasis of the curriculum was on the formal language.	105	3.7	0.92	67.1	-	17.1	11.4	57.1	14.3
10.	The curriculum included slang and/or street language.	105	2.9	1.11	48.3	5.7	39.0	20.0	26.7	8.6
11.	The materials used in training were free from error.	102	3.2	1.05	55.6	5.9	20.6	26.5	39.2	7.8
12.	The curriculum included instruction and practice in all four skill modalities (i.e. reading, writing, speaking, and listening).	104	3.4	1.12	60.1	3.8	24.0	14.4	43.3	14.4
13.	The curriculum covered the vocabulary necessary for my job and missions.	103	3.0	1.09	50.5	5.8	32.0	25.2	28.2	8.7
14.	The curriculum was pre-packaged and not customized to SOF.	102	3.3	1.20	58.3	4.9	27.5	14.7	35.3	17.6
15.	The course would have been more effective if we had covered less content in more detail.	103	3.2	1.01	53.9	4.9	23.3	29.1	36.9	5.8

Table B43: Immersion Training.

Directions: When answering these questions, think about the most recent immersion training that you have had.		
1. How many weeks was your immersion training?	N	Percentage
0-2 weeks	10	18.9
3-4 weeks	21	39.6
5-6 weeks	8	15.1
7-10 weeks	5	9.4
11-20 weeks	7	13.2
21-30 weeks	2	3.8
31-40 weeks	-	-
40 + weeks	-	-
3. What kind of immersion training was it?	N	Percentage
Iso-immersion (i.e., CONUS)	17	30.9
Immersion training (i.e., OCONUS)	38	69.1

Table B44: Immersion Training.

4. What language were you studying during immersion training?	N	Percentage
French	6	10.9
German	3	5.5
Korean	7	12.7
Modern Standard Arabic	9	16.4
Pashtu	1	1.8
Persian-Farsi	3	5.5
Polish	2	3.6
Russian	7	12.7
Serbian-Croatian	1	1.8
Spanish	14	25.5
Thai	1	1.8
Miscellaneous CAT IV	1	1.8

Table B45: Immersion Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
5.	My language proficiency improved as a result of immersion training.	55	4.2	0.84	80.9	-	5.5	9.1	41.8	43.6
6.	I would have benefited more from immersion training if my initial proficiency was higher.	53	3.4	1.10	59.4	5.7	17.0	24.5	39.6	13.2
7.	Immersion training is the most effective way to acquire language skills.	56	4.4	0.80	85.3	-	1.8	14.3	25.0	58.9
8.	I think that OCONUS immersion training is a boondoggle.	51	1.7	1.00	18.6	56.9	17.6	21.6	2.0	2.0

Table B46: Training Effectiveness on Deployment.

Directions: answer the following questions related to your most recent training experience in which you were deployed in that language after training (i.e. took a course and deployed)		
1. Please indicate your most recent training experience in which you were deployed in that language after training:	N	Percentage
Initial acquisition language training	109	42.2
Sustainment/enhancement training in official or required AOR language	99	38.4
Pre-deployment training in language outside AOR (e.g., GWOT language)	50	19.4

Table B47: Training Effectiveness on Deployment.

Directions: Answer the following questions related to your most recent training experience in which you were deployed in that language after training (i.e. took a course and deployed).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2.	The language training I received prepared me for situations that I commonly encountered while deployed or on the mission.	233	3.0	1.21	50.1	12.9	25.8	17.6	35.6	8.2
3.	As a result of language training, I had no problem(s) speaking with local people, asking directions, giving commands, and reserving lodging.	232	2.8	1.30	45.5	19.8	26.3	15.1	29.7	9.1
4.	As a result of language training, I had no problem(s) building rapport/trust with local people.	231	3.1	1.26	51.3	13.4	23.8	19.0	31.6	12.1
5.	As a result of language training, I had no problem (s) reading street signs, warning markers, graffiti, important documents, and news.	228	3.0	1.27	51.2	14.5	21.9	20.6	30.3	12.7
6.	As a result of language training, I had no problem(s) listening to local people, answering their questions, and following local news programs.	231	2.6	1.22	41.0	20.3	30.7	19.9	22.5	6.5
7.	While deployed, I encountered situations where I felt that more substantial language training should have been required.	231	4.1	1.12	76.6	4.8	6.9	10.0	33.8	44.6

Table B48: Training Effectiveness on Deployment.

Directions: Answer the following questions related to your most recent training experience in which you were deployed in that language after training (i.e. took a course and deployed).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
8.	I was taught in the most up-to-date form of the language (i.e. how the language is currently used).	234	3.0	1.22	49.1	14.5	23.1	23.1	29.9	9.4
9.	While deployed, I found that I received incorrect information during language training.	222	2.6	1.13	40.5	17.1	32.9	26.6	17.6	5.9

Table B49: General Attitudes toward Language Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I believe that official language training is essential for success on the job.	373	4.1	1.39	76.5	13.1	3.2	4.3	23.1	56.3
2.	I do not believe the official language training focuses on the language skills and mission situations important to SOF.	354	3.1	1.20	53.2	10.7	21.2	25.1	30.2	12.7
3.	I would sacrifice some of the training allocated to my SOF skills training (e.g. weapons training) to shift to language proficiency.	353	3.3	1.23	57.6	9.3	21.0	15.3	38.5	15.9
4.	I do not put much effort into language training.	362	2.5	1.12	38.5	17.7	38.1	22.1	16.9	5.2
5.	I want to succeed in language training so that I will do well on missions.	364	4.5	0.66	86.4	0.3	0.8	5.2	40.4	53.3
6.	I am motivated to succeed in language training because I want to receive FLPP.	361	3.3	1.19	57.8	8.0	18.8	24.7	31.0	17.5
7.	I am motivated to succeed in language training because I am accountable to my team for my language abilities.	349	4.1	1.01	77.8	2.9	6.6	9.2	39.3	42.1
8.	I would be more motivated to perform well in language training if it was a criteria for promotions or would be used in future decisions about my job.	361	3.4	1.30	58.8	9.7	19.1	21.9	24.9	24.4
9.	Language training will make a good addition to my resume.	366	4.0	0.99	74.9	3.0	4.1	18.6	38.8	35.5
10.	My chain of command cares about my language proficiency.	360	2.8	1.19	44.9	17.5	24.2	25.8	26.4	6.1

Table B50: Attitudes toward Immersion Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
11.	I am often pulled out of language training for non-critical details.	276	3.4	1.16	61.1	5.4	17.4	25.4	31.2	20.7
12.	My chain of command will make the sacrifices necessary to ensure that I sustain my language proficiency.	342	2.4	1.02	35.2	22.5	31.0	30.7	14.9	0.9
13.	Maintaining proficiency in my core SOF skills does not leave time for maintaining appropriate language proficiency.	332	3.0	1.07	50.5	5.4	31.0	28.6	25.9	9.0
14.	With the current OPTEMPO, sustainment/enhancement training in my official language is impossible.	335	3.3	1.16	57.4	6.3	22.7	21.5	34.3	15.2
15.	I would put more effort into language training if the resources were more accessible.	355	4.0	1.00	75.1	2.0	7.3	16.1	37.7	36.9
16.	Selection for OCONUS immersion training is fair.	314	2.6	1.17	40.2	23.6	18.8	37.3	14.0	6.4
18.	OCONUS immersion training should occur regularly as part of sustainment/enhancement training.	353	4.4	0.75	85.5	0.6	1.1	9.1	34.3	55.0
19.	OCONUS immersion training is used (viewed) as a motivating reward rather than for skill enhancement.	328	3.6	1.05	65.4	4.3	7.0	34.5	31.4	22.9
20.	My command thinks that OCONUS immersion training is a boondoggle.	302	3.6	1.01	64.9	2.3	7.9	41.7	23.8	24.2
21.	CONUS iso-immersion is equally as effective as OCONUS immersion.	311	2.4	1.03	34.2	25.1	26.7	37.0	9.0	2.3

Table B51: Technology-Delivered Training.

Directions: Answer the following questions regarding your opinions and experiences with technology.			
1. Have you ever used technology-delivered training (Examples: Computer based training, video teleconferencing, distance/distributive learning, self-paced language learning software, etc.)?		N	Percentage
Yes		184	76.3
No		57	23.7

Table B52: Technology-Delivered Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2.	I believe that classroom training is more useful than technology-delivered training (TDT) for the initial acquisition of a language.	237	4.1	0.94	76.8	0.4	6.8	18.1	34.6	40.1
3.	I would be likely to use TDT options if they were available.	232	3.7	0.92	67.0	3.4	7.8	19.0	56.9	12.9
4.	I believe that TDT means that I will be completing training on my own time/ at home (e.g. not duty time).	238	3.7	0.97	67.3	2.1	11.8	18.9	49.2	18.1
5.	I believe that TDT is used most effectively when supplementing classroom instruction.	238	4.1	0.73	77.8	0.4	2.1	12.6	55.5	29.4
6.	I would be more likely to use TDT if it was scheduled (i.e., on duty time) versus when it is on my own time (i.e., not duty time).	234	4.0	0.96	75.1	2.1	5.6	15.8	42.7	33.8
7.	I believe that TDT is an effective way to learn language skills.	238	3.0	0.96	50.7	6.3	23.1	34.0	34.5	2.1
8.	I believe that TDT is an effective way to sustain/enhance my language skills.	236	3.7	0.92	66.6	3.8	8.1	17.4	59.3	11.4
9.	I believe that TDT is only effective when trainees are motivated.	238	4.0	0.91	74.4	1.3	6.3	16.0	46.6	29.8
10.	I have heard of the SOFTS (Special Operations Forces Training System) program where SOF personnel can take a class with a live instructor over the internet using PC-based tele-conferencing.	225	1.9	1.01	21.6	45.3	35.1	9.3	8.4	1.8
11.	I would participate in SOFTS if I had the opportunity.	237	3.8	0.95	70.5	3.0	5.1	23.2	44.7	24.1

Table B53: Technology-Delivered Training.

I am more likely to use TDT rather than face-to-face (i.e. classroom) instruction because TDT...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
12.	Provides the convenience of working at home.	231	3.0	1.13	51.1	10.8	22.5	24.7	35.5	6.5
13.	Allows you to complete training at your own pace.	228	3.3	1.10	57.6	9.6	12.3	24.6	45.2	8.3
14.	Reduces external pressures such as live instructors or peers.	228	2.6	1.11	39.7	18.9	31.1	25.4	21.5	3.1

Table B54: Technology-Delivered Training.

Directions: Answer the following questions regarding your opinions and experiences with technology.			
15. Have you ever used machine language translation (MLT) devices (Example: Phraselator or Voice Response Translator (VRT))?		N	Percentage
Yes		33	14.2
No		200	85.8
16. Have you ever used the Phraselator?		N	Percentage
Yes		28	11.5
No		216	88.5
17. Have you ever used the VRT?		N	Percentage
Yes		8	3.3
No		236	96.7
18. Have you ever used S-Minds?		N	Percentage
Yes		2	0.8
No		239	99.2

Table B55: Technology-Delivered Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
19.	I believe that MLT is an effective way to communicate.	137	2.5	0.87	38.1	17.5	19.0	57.7	5.1	0.7
20.	I believe that MLT is effective for the SOF core tasks I conduct that require language capability.	132	2.5	0.83	37.1	15.9	25.8	52.3	6.1	-
21.	I believe that MLT shows promise for the future.	143	3.0	1.00	50.7	11.2	11.2	44.8	29.4	3.5
22.	I believe that MLT cannot replace language trained operators.	158	4.1	1.02	78.0	3.2	0.6	25.9	21.5	48.7

Table B56: Organizational Climate and Support.

Directions: Answer the following questions regarding organizational climate and support.							
Rate your command on how well it does on each of the following:		N	Percentage (%) of Responses				
			A (Excellent)	B (Above Average)	C (Average)	D (Below Average)	F (Fail)
1.	Allocating duty hours/weeks to language training or language practice.	359	5.3	12.3	27.9	22.0	32.6
2.	Encouraging the use of your language during non-language training.	361	2.8	8.0	25.8	27.4	36.0
3.	Placing command emphasis on language proficiency.	360	5.6	14.4	28.6	25.0	26.4
4.	Providing support to help you acquire and maintain enough proficiency to qualify for FLPP.	361	3.0	10.5	28.0	25.2	33.2
5.	Providing recognition and awards related to language.	360	3.1	4.4	18.1	30.0	44.4
6.	Providing language learning materials.	361	4.7	15.8	33.2	25.5	20.8
7.	Ensuring quality language instruction is available.	361	6.1	15.2	26.9	27.7	24.1
8.	Ensuring pre-deployment training is available.	360	5.8	11.7	28.3	28.6	25.6
9.	Placing command emphasis on taking the DLPT on time.	361	22.7	19.9	25.8	14.1	17.5
10.	Finding ways to increase time for language training.	361	2.5	6.1	30.2	25.5	35.7
11.	Ensuring that personnel in language training are not pulled for non-critical details.	360	4.4	7.5	35.3	21.7	31.1

Table B57: Language and Attrition.

Directions: Answer the following questions regarding language and its relation to attrition.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I intend to leave SOF if I am unable to get the language training I need.	324	2.0	1.12	25.1	40.4	35.2	13.6	5.2	5.6
2.	I have considered leaving SOF to pursue a job in the civilian world where my language skills will be highly compensated.	322	2.8	1.47	44.3	26.1	25.8	11.2	18.9	18.0
3.	My decision to re-enlist in SOF is based in part on issues relating to language proficiency and language training.	299	2.5	1.36	38.1	29.1	26.8	19.7	11.4	13.0
4.	I intend to leave SOF if language requirements are increased.	324	1.8	0.92	19.7	45.7	36.7	13.3	1.9	2.5
5.	I am likely to re-enlist in SOF.	286	3.8	1.21	69.8	7.0	6.6	23.8	25.5	37.1

Table B58: Demographics.

To which military branch of service are you assigned?	N	Percentage
Air Force	-	-
Army	388	100.0
Navy	-	-
Have you been deployed with a SOF Unit in the past four (4) years?	N	Percentage
Yes	295	76.0
No	93	24.0
How many years of total service in SOF do you have?	N	Percentage
Less than one year	31	8.4
1-4 years	113	30.5
5-8 years	89	24.1
9-12 years	37	10.0
12-16 years	47	12.7
17-20 years	29	7.8
More than 20 years	24	6.5
How long have you been working in your current job?	N	Percentage
Less than one year	72	19.3
1-4 years	186	49.7
5-8 years	55	14.7
9-12 years	30	8.0
12-16 years	11	2.9
17-20 years	12	3.2
More than 20 years	8	2.1

Table B59: Demographics.

What is your current official or required language?	N	Percentage
Cambodian (Khmer)	2	0.5
Chinese-Mandarin	7	1.9
Dari	4	1.1
French	46	12.5
German	25	6.8
Indonesian	9	2.5
Korean	21	5.7
Modern Standard Arabic	53	14.4
Pashtu	2	0.5
Persian-Farsi	16	4.4
Polish	4	1.1
Portuguese (Brazilian)	6	1.6
Russian	34	9.3
Serbian-Croatian	7	1.9
Spanish	96	26.2
Tagalog (Filipino)	5	1.4
Thai	15	4.1
Turkish	2	0.5
Urdu	1	0.3
Vietnamese	1	0.3
Italian	1	0.3
Miscellaneous CAT I	1	0.3
Miscellaneous CAT III	6	1.6
Miscellaneous CAT IV	3	0.8

Table B60: Demographics.

What other languages are you proficient in besides your current official or required language?	N	Percentage
Cambodian (Khmer)	2	0.6
Chinese-Mandarin	5	1.6
Dari	6	1.9
French	37	11.8
German	51	16.2
Korean	8	2.5
Modern Standard Arabic	13	4.1
Pashtu	5	1.6
Persian-Farsi	3	1.0
Polish	2	0.6
Portuguese (Brazilian)	24	7.6
Russian	21	6.7
Serbian-Croatian	17	5.4
Spanish	68	21.7
Tagalog (Filipino)	3	1.0
Thai	4	1.3
Turkish	3	1.0
Urdu	4	1.3
Vietnamese	2	0.6
Japanese	5	1.6
Italian	6	1.9
Miscellaneous CAT I	6	1.9
Miscellaneous CAT II	1	0.3
Miscellaneous CAT III	14	4.5
Miscellaneous CAT IV	4	1.3

Table B61: Demographics.

How long have you been deployed in the last 12 months?	N	Percentage
Have not been deployed	134	35.8
1-2 months	36	9.6
3-4 months	41	11.0
5-6 months	48	12.8
More than 6 months	115	30.7
How many times have you been deployed on exercises or operations in your AOR? Include all deployments during your career.	N	Percentage
Have not been deployed	82	22.1
1-2 times	86	23.2
3-4 times	41	11.1
5-6 times	27	7.3
More than 6 times	135	36.4
How many times have you been deployed on exercises or operations outside of your AOR? Include all deployments during your career.	N	Percentage
Have not been deployed	97	26.1
1-2 times	152	40.9
3-4 times	56	15.1
5-6 times	19	5.1
More than 6 times	48	12.9

Table B62: Demographics.

Which operator type best describes you?	N	Percentage
SF AC	120	30.9
SF RC	48	12.4
CA AC	14	3.6
CA RC	46	11.9
PSYOP AC	45	11.6
PSYOP RC	24	6.2
MI Soldier Assigned to SOF Unit	56	14.4
Non-SOF MI, FAO, or other linguists (Non-SOF, language coded positions)	-	-
Other SOF	26	6.7
Other non-SOF	-	-
SOF support	9	2.3

Table B63: Demographics.

What is your grade?	N	Percentage
E2	1	0.3
E3	6	1.7
E4	28	7.8
E5	39	10.9
E6	69	19.2
E7	91	25.3
E8	39	10.9
E9	4	1.1
WO-01	4	1.1
WO-02	5	1.4
WO-03	6	1.7
WO-04	3	0.8
O-1	4	1.1
O-2	1	0.3
O-3	17	4.7
O-4	24	6.7
O-5	15	4.2
O-6	3	0.8

Table B64: Demographics.

Are you currently on active duty?	N	Percentage
Yes	285	74.0
No	100	26.0
Are you a member of the Reserves/National Guard?	N	Percentage
Yes	157	41.0
No	226	59.0

Appendix C: Findings for ARSOF Personnel

Table C1: General Language Requirements.

1. Think about the use of street dialect (e.g. blue-collar/slang) in conversation with people in the deployment location. Example: Asking for directions from or giving important instructions to the typical person you encounter while deployed.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you use this street dialect?	228	3.7	1.17	66.5	5.3	11.8	24.1	29.4	29.4
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is street dialect to completing SOF core tasks?	229	3.5	1.04	62.1	3.5	11.4	37.6	28.4	19.2

Table C2: General Language Requirements.

2. Think about giving commands in a direct action scenario in the deployment language. Example: "Get down!" or "Drop the weapon!"										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you give this type of command?	228	3.3	1.30	57.8	10.1	20.2	20.2	27.6	21.9
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is giving this type of command?	230	4.0	1.0	75.3	1.3	6.5	22.6	28.7	40.9

Table C3: General Language Requirements.

3. Think about the use of formal language in conversation with people in the deployment location. Example: Giving a thank you speech to local country hosts or conducting business negotiations with officials.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you use this formal language?	229	3.2	1.20	56.1	9.2	17.5	31.0	24.5	17.9
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is formal language to completing SOF core tasks?	231	3.5	1.02	63.4	2.6	11.7	35.1	30.7	19.9

Table C4: General Language Requirements.

4. Think about the use of language in building rapport with people in the deployment location. Example: The initial meeting with the local militia leader.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	226	4.2	1.01	79.7	2.7	4.0	15.5	27.9	50.0
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	228	4.3	0.86	83.2	0.9	1.3	16.7	26.3	54.8

Table C5: General Language Requirements.

5. Think about the use of military or technical vocabulary in conversation with people in the deployment location. Example: Training local mechanics, policemen, or soldiers.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you use military-technical vocabulary?	228	3.5	1.12	61.6	5.3	13.6	31.6	28.5	21.1
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this vocabulary to completing SOF core tasks?	229	3.6	1.03	65.9	1.7	10.5	35.4	27.1	25.3

Table C6: General Language Requirements.

6. Think about reading in the language of the deployment country. Examples: Identifying important documents, reading signs/graffiti, and navigation.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	228	4.0	1.03	74.5	2.2	7.5	18.9	33.3	38.2
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	230	4.0	0.97	74.0	0.9	6.1	25.7	30.9	36.5

Table C7: General Language Requirements.

7. Think about writing in the language of the deployment country. Example: Making written arrangements (contracts) with local officials, writing an operations order, or writing a list of supplies for a local guide to purchase.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	227	2.9	1.17	46.4	12.3	27.8	33.9	14.1	11.9
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	229	3.0	1.12	50.2	4.8	33.2	32.8	14.8	14.4

Table C8: General Language Requirements.

8. Think about listening to conversations or broadcasts in the language of the deployment country. Example: Listening to conversations at a café or a radio broadcast to determine local support for your presence.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	227	3.9	1.01	72.1	1.3	7.5	26.4	30.8	33.9
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	229	3.9	1.03	71.6	1.3	9.2	25.3	30.1	34.1

Table C9: General Language Requirements.

9. Which statement best describes the level of language proficiency ideal for your typical tasks and duties?	N	Percentage
None	3	1.3
Asking directions; reading street signs or a map; giving basic commands; using simple common courtesy phrases and questions ("tourist guide" phrases); limited knowledge of the culture.	13	5.6
Asking and responding to questions beyond the standard "tourist guide" phrases; limited conversation/dialogue; listening and understanding the typical radio/TV broadcasts or conversation; getting the gist of newspaper headlines or articles; working knowledge and understanding of the culture.	62	26.8
Extended dialogue/conversation on a variety of topics; reading important documents or the local newspaper with a good understanding; listening and understanding most conversations or broadcasts; and ability to understand culturally appropriate humor and metaphors.	103	44.6
Negotiations; persuading others with complex issues or thoughts; writing contracts or complex messages; reading very sophisticated or technical materials; complete comprehension of conversations and broadcasts; confidence in all levels of conversation; and ability to use culturally appropriate humor and metaphors.	50	21.6

Table C10: Mission-based Language Requirements.

1. What was your primary SOF core task on this deployment?	N	Percentage
Direct Action (DA)	20	8.7
Special Reconnaissance (SR)	7	3.0
Unconventional Warfare (UW)	41	17.8
Foreign Internal Defense (FID)	45	19.6
Civil Affairs Operations (CAO)	39	17.0
Psychological Operations (PSYOP)	50	21.7
Counterterrorism (CT)	10	4.3
Information Operations (IO)	8	3.5
Force Protection (FP)	2	0.9
Miscellaneous Intelligence (Intel.)	2	0.9
Other	6	2.6
2. Was this mission inside or outside your AOR?	N	Percentage
Inside AOR	144	62.3
Outside AOR	87	37.7

Table C11: Mission-based Language Requirements.

3. Which statements best describes the level of language proficiency ideal for you tasks and duties on this mission?	N	Percentage
None	17	7.4
Asking directions; reading street signs or a map; giving basic commands; using simple common courtesy phrases and questions ("tourist guide" phrases); limited knowledge of the culture.	22	9.5
Asking and responding to questions beyond the standard "tourist guide" phrases; limited conversation/dialogue; listening and understanding the typical radio/TV broadcasts or conversation; getting the gist of newspaper headlines or articles; working knowledge and understanding of the culture.	59	25.5
Extended dialogue/conversation on a variety of topics; reading important documents or the local newspaper with a good understanding; listening and understanding most conversations or broadcasts; and ability to understand culturally appropriate humor and metaphors.	93	40.3
Negotiations; persuading others with complex issues or thoughts; writing contracts or complex messages; reading very sophisticated or technical materials; complete comprehension of conversations and broadcasts; confidence in all levels of conversation; and ability to use culturally appropriate humor and metaphors.	40	17.3
4. Which of the following language-related tasks were required for this mission?	N	Percentage
Topic specific instruction; teaching a class on how to employ and maintain equipment, teaching tactics, explaining the role and function of staff personnel.	8	3.5
Establishing and building rapport and some level of trust with a political or military figure.	66	28.6
Both a and b	136	58.9
Neither a and b	21	9.1
5. How long were you deployed in this country?	N	Percentage
Less than 3 months	35	15.2
3 – 6 months	101	43.7
6 – 12 months	80	34.6
Over 12 months	15	6.5

Table C12: Mission-based Language Requirements.

How much did the mission require you to use the following in the deployment language?		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Always
6.	Military-specific language	223	3.1	1.19	51.2	13.0	18.8	29.1	28.3	10.8
7.	Formal language	225	2.9	1.07	47.0	11.1	24.4	36.0	22.2	6.2
8.	Slang/street language	226	3.4	1.04	60.3	5.8	12.4	29.2	40.3	12.4
9.	Local dialect	223	3.4	1.18	59.9	9.9	11.2	24.7	38.1	16.1
10.	Speaking skills	223	3.8	1.18	70.0	7.6	5.4	19.7	34.1	33.2
11.	Listening skills	224	3.9	1.18	73.2	6.7	6.3	13.8	33.9	39.3
12.	Reading skills	221	2.9	1.14	47.0	13.6	22.6	34.8	20.4	8.6
13.	Writing skills	219	2.3	1.15	32.0	29.2	34.2	22.4	7.8	6.4
14.	Job aids (Example: note cards or Kwikpoint, but not interpreters)	209	2.4	1.22	33.7	34.0	21.1	26.3	13.4	5.3
15.	Interpreters	228	3.8	1.51	70.4	16.7	4.4	11.0	16.7	51.3

Table C13: Mission-based Language Requirements.

Please rate the following on a scale of Strongly Disagree to Strongly Agree		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
16.	I was well prepared for this deployment in terms of language and cultural understanding.	224	2.7	1.32	41.5	23.2	28.6	17.9	19.6	10.7
17.	I used my language skills frequently while on this deployment.	213	3.6	1.52	64.4	17.8	8.9	10.8	22.5	39.9

Table C14: Mission-based Language Requirements.

How important do you believe language proficiency is for...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Not Important	Low Importance	Important	High Importance	Critical
18.	Building rapport/trust	231	4.4	0.78	84.3	0.9	0.4	12.1	33.8	52.8
19.	Training or teaching others	229	3.9	0.95	71.6	0.9	8.3	22.3	40.6	27.9
20.	Reducing need for interpreters/translators	225	3.9	1.12	72.8	3.6	9.3	17.8	31.1	38.2
21.	Logistics (i.e. saving time or convenience in getting things done)	230	3.6	0.95	65.1	0.9	11.3	33.0	36.1	18.7
22.	Timely identification of important documents	229	3.7	1.06	68.1	2.2	10.9	27.1	31.9	27.9
23.	Giving basic commands	230	4.0	0.92	74.2	-	7.0	23.0	36.1	33.9
24.	Discrete eavesdropping	230	3.9	1.07	73.4	2.2	9.1	19.6	31.3	37.8
25.	Increasing situational awareness	231	4.2	0.84	80.6	0.9	1.7	15.6	37.7	44.2
26.	Maintaining control in hostile confrontations	229	4.1	1.01	77.2	1.7	6.1	18.3	29.3	44.5
27.	Persuading people to provide sensitive information	227	3.9	1.05	73.5	1.8	9.3	19.8	31.7	37.4
28.	Negotiations	220	4.0	1.01	74.2	1.4	7.3	22.3	31.4	37.7

Table C15: Use of Interpreters.

1. Have you used an interpreter on a mission in the past four years?	N	Percentage
Yes	188	81.7
No	42	18.3

Table C16: Use of Interpreters.

Directions: Answer the following questions about your experiences with interpreters on your missions. Think about this across all of your deployments inside and outside your AOR (i.e., your unit's normal area of responsibility).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
1.	How often do you use CAT I interpreters (i.e. Local hire, indigenous personnel, not vetted; OR a US citizen, not vetted)?	187	4.1	1.16	77.5	4.8	4.8	18.7	18.7	52.9
2.	How often do you use CAT II/III interpreters (i.e. US citizen with a secret OR top secret clearance)?	187	3.0	1.41	48.7	20.3	20.9	22.5	16.6	19.8

Table C17: Use of Interpreters.

Directions: Answer the following questions about your experiences with interpreters on your missions. Think about this across all of your deployments inside and outside your AOR (i.e., your unit's normal area of responsibility).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3.	If I were more proficient in my current or official language, I would be less likely to rely on interpreters.	185	4.0	1.28	75.8	7.6	9.7	4.9	27.6	50.3
4.	In my experiences, I have observed situations where interpreters have compromised the mission outcome.	180	3.5	1.18	62.2	5.6	16.7	24.4	30.0	23.3
5.	I use interpreters only when advanced/high levels of proficiency are required.	184	2.6	1.19	40.4	15.2	42.4	16.8	16.8	8.7
6.	It would have been useful to receive training on using interpreters prior to deployment.	179	3.6	0.96	63.8	2.2	11.2	30.7	40.8	15.1
7.	Interpreters are essential for carrying out missions.	185	3.9	0.95	73.4	2.7	5.4	16.2	47.0	28.6
8.	I feel our unit is too dependent on interpreters.	186	3.9	1.19	71.8	3.8	12.4	18.3	24.2	41.4
9.	My unit frequently uses interpreters when deployed inside the normal AOR.	182	3.8	1.20	70.2	6.6	11.0	7.7	41.2	33.5
10.	I can be as effective on my missions without an interpreter.	185	2.2	1.22	29.2	35.7	35.1	14.1	7.0	8.1
11.	In my experience, most interpreters were trustworthy.	186	3.4	0.88	59.5	3.2	12.4	31.7	48.4	4.3
12.	In my experience, most interpreters were competent.	187	3.5	0.84	63.1	1.6	11.8	25.1	55.6	5.9

Table C18: Outside AOR Deployment.

1. Have you been deployed out of your unit's normal Area of Responsibility (AOR) in the past four years?	N	Percentage
Yes	127	55.0
No	104	45.0

Table C19: Outside AOR Deployment.

Directions: Answer these questions according to your most recent deployment outside of your unit's AOR or normal area of responsibility (e.g., GWOT mission).		
1. Which statement best describes the level of language proficiency ideal for you tasks and duties on this mission?	N	Percentage
None	18	14.4
Asking directions; reading street signs or a map; giving basic commands; using simple common courtesy phrases and questions ("tourist guide" phrases); limited knowledge of the culture.	20	16.0
Asking and responding to questions beyond the standard "tourist guide" phrases; limited conversation/dialogue; listening and understanding the typical radio/TV broadcasts or conversation; getting the gist of newspaper headlines or articles; working knowledge and understanding of the culture.	33	26.4
Extended dialogue/conversation on a variety of topics; reading important documents or the local newspaper with a good understanding; listening and understanding most conversations or broadcasts; and ability to understand culturally appropriate humor and metaphors.	40	32.0
Negotiations; persuading others with complex issues or thoughts; writing contracts or complex messages; reading very sophisticated or technical materials; complete comprehension of conversations and broadcasts; confidence in all levels of conversation; and ability to use culturally appropriate humor and metaphors.	14	11.2
2. Which of the following language-related tasks were required for this mission?	N	Percentage
Topic specific instruction; teaching a class on how to employ and maintain equipment, teaching tactics, explaining the role and function of staff personnel.	3	2.4
Establishing and building rapport and some level of trust with a political or military figure.	32	25.8
Both a and b	75	60.5
Neither a and b	14	11.3

Table C20: Outside AOR Deployment.

Directions: Answer these questions according to your most recent deployment outside of your unit's AOR or normal area of responsibility (e.g., GWOT mission).		
3. How long were you deployed in this country?	N	Percentage
Less than 3 months	11	8.9
3 – 6 months	54	43.5
6 – 12 months	55	44.4
Over 12 months	4	3.2

Table C21: Outside AOR Deployment.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4.	I was able to meet the language-related requirements of this mission.	121	2.1	1.14	27.5	37.2	35.5	10.7	13.2	3.3
5.	While on this deployment, I experienced language-related issues or deficiencies.	123	4.2	1.11	79.7	4.1	7.3	7.3	28.5	52.8
6.	My proficiency in my official or required language suffered because of this deployment.	118	3.4	1.28	60.2	9.3	18.6	16.1	33.9	22.0
7.	I am confident that I will be able to regain my previous proficiency in my official or required language.	116	3.7	1.12	67.2	3.4	12.9	23.3	31.9	28.4
8.	Prior to deployment, I was proficient in the language required.	116	2.8	1.40	44.6	23.3	25.0	17.2	19.0	15.5

Table C22: Outside AOR Deployment.

1. I received pre-deployment language training?	N	Percentage
Yes	23	18.5
No	101	81.5

Table C23: Use of Interpreters Outside AOR Deployment.

1. Have you used an interpreter on a mission in the past four years?	N	Percentage
Yes	112	90.3
No	12	9.7

Table C24: Use of Interpreters Outside AOR Deployment.

1. What type of interpreter was used for this mission?	N	Percentage
CAT I (i.e., Local hire indigenous personnel, not vetted; OR a US citizen not vetted)	73	65.2
CAT II / CAT III (i.e., US citizen with a secret OR top secret clearance)	24	21.4
Both CAT I and CAT II/III	15	13.4

Table C25: Use of Interpreters Outside AOR Deployment.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2.	Using interpreter(s) was essential for carrying out this mission.	112	4.5	0.67	88.4	0.9	0.9	1.8	36.6	59.8
3.	I could have been as effective on this mission without using interpreter(s).	112	1.8	0.97	19.6	46.4	40.2	3.6	8.0	1.8
4.	The interpreter(s) that I used on this mission was (were) trustworthy.	112	3.7	0.93	67.2	1.8	11.6	17.9	53.6	15.2
5.	The interpreter(s) that I used on this mission was (were) competent.	112	3.9	0.81	71.2	-	8.9	14.3	59.8	17.0
6.	I feel that during this mission, I was too dependent on interpreters.	112	4.0	1.07	76.1	0.9	12.5	11.6	31.3	43.8
7.	My unit frequently uses interpreters when outside the normal AOR.	112	4.5	0.60	88.4	-	-	5.4	35.7	58.9

Table C26: Beliefs about Proficiency.

Directions: Respond to the following items based on your skills related to your official or required language.		
1. Do you have any level of proficiency in a language other than English?	N	Percentage
Yes	275	92.6
No	22	7.4

Table C27: Beliefs about Proficiency.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Always
2.	I feel confident in my ability to use military terminology in the language required by my AOR assignment.	291	2.91	1.19	47.8	12.0	27.5	29.9	18.6	12.0
3.	I feel confident in my ability to satisfy minimum courtesy requirements and maintain very simple face-to-face conversations on familiar topics in the language required by my AOR assignment.	292	3.7	1.28	67.6	6.8	13.4	20.2	21.9	37.7
4.	I feel confident in my ability to participate in informal conversations on practical, social, and professional topics in the language required by my AOR assignment.	290	3.1	1.35	51.9	14.8	22.1	24.1	18.6	20.3

Table C28: Official Language Testing.

1. Have you taken the Defense Language Proficiency Test (DLPT) in the past four years?	N	Percentage
Yes	232	84.4
No	43	15.6
2. Are you currently required to take the DLPT annually?	N	Percentage
Yes	180	80.0
No	45	20.0

Table C29: Official Language Testing.

3. What is your current official or required AOR language?	N	Percentage
Cambodian (Khmer)	2	0.9
Chinese-Mandarin	5	2.2
Dari	2	0.9
French	32	13.9
German	17	7.4
Indonesian	7	3.0
Korean	12	5.2
Modern Standard Arabic	28	12.1
Pashtu	1	0.4
Persian-Farsi	5	2.2
Polish	4	1.7
Portuguese (Brazilian)	2	0.9
Russian	14	6.1
Serbian-Croatian	4	1.7
Spanish	72	31.2
Tagalog (Filipino)	3	1.3
Thai	12	5.2
Turkish	1	0.4
Urdu	1	0.4
Italian	1	0.4
Miscellaneous CAT I	1	0.4
Miscellaneous CAT II	2	0.9
Miscellaneous CAT IV	3	1.3

Table C30: Official Language Testing.

4. When was the last time that you took the DLPT in your current official or required AOR language?	N	Percentage
2004	89	39.0
2003	81	35.5
2002	33	14.5
2001	17	7.5
Prior to 2001	8	3.5
5. What is your level of proficiency in your current official or required AOR language according to your most recent DLPT score? (Listening)	N	Percentage
0	11	4.9
0+	45	19.9
1	40	17.7
1+	34	15.0
2	31	13.7
2+	30	13.3
3	35	15.5
6. What is your level of proficiency in your current official or required AOR language according to your most recent DLPT score? (Reading)	N	Percentage
0	13	5.8
0+	24	10.7
1	42	18.7
1+	27	12.0
2	24	10.7
2+	39	17.3
3	56	24.9

Table C31: Official Language Testing.

5. Have you ever taken an Oral Proficiency Interview (OPI)?	N	Percentage
Yes	99	42.7
No	133	57.3

Table C32: Official Language Testing.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
6.	The content of the DLPT is clearly related to what I do during deployment.	228	2.4	1.10	35.6	21.9	37.7	18.4	19.7	2.2
7.	My DLPT scores accurately reflect my ability to use language while on the job.	230	2.7	1.27	42.6	19.1	33.0	15.2	23.5	9.1
8.	Operators who perform well on the DLPT are more likely to successfully use language in the field.	231	3.3	1.11	57.3	6.1	20.3	24.2	37.2	12.1
9.	If my score on the DLPT is too high, my chain of command will take unfair advantage of me.	221	2.3	1.04	31.6	23.5	43.0	21.3	8.1	4.1
10.	I marked the same answer for every question on the DLPT to get it over with quickly.	223	1.5	1.03	13.3	70.0	19.3	3.1	2.7	4.9
11.	I have memorized the answers to the DLPT since it never changes.	220	1.6	0.96	15.6	59.5	28.2	5.0	5.0	2.3
12.	The OPI (Oral Proficiency Interview) is more related to mission performance than the DLPT.	153	3.5	1.12	63.4	6.5	7.2	35.3	28.1	22.9

Table C33: Foreign Language Proficiency Pay.

Directions: Please respond to the following items regarding Foreign Language Proficiency Pay (FLPP)		
1. Have you received Foreign Language Proficiency Pay (FLPP) in the past four years?	N	Percentage
Yes	93	34.1
No	180	65.9
2. Do you currently receive Foreign Language Proficiency Pay (FLPP)?	N	Percentage
Yes	64	23.4
No	210	76.6

Table C34: Foreign Language Proficiency Pay.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3.	FLPP motivates me to acquire new language skills during personal time.	254	3.2	1.30	54.2	12.6	21.3	20.9	27.2	18.1
4.	FLPP motivates me to maintain my current level of language skills during personal time.	248	3.2	1.36	55.2	14.1	19.8	18.5	26.2	21.4
5.	Procedures for allocating FLPP are fair.	245	2.9	1.13	46.2	16.7	17.1	35.5	25.7	4.9
6.	Procedures for receiving FLPP are straight-forward and simple.	246	3.0	1.14	50.4	13.4	17.1	30.5	32.5	6.5
7.	I believe the amount of my FLPP reflects the effort that I have put into learning or maintaining a language.	235	2.5	1.16	36.5	25.5	28.1	25.5	16.6	4.3

Table C35: Foreign Language Proficiency Pay.

8. FLPP would be more motivating if....	N	Percentage
The amounts were increased (e.g. more money).	200	67.3
It was paid for lower proficiency levels.	133	44.8
It was paid once per year as a bonus.	29	9.8
We could get FLPP for speaking proficiency.	144	48.5
The Unit would provide more resources for language training.	168	56.6
The Unit would provide more time for language training.	181	60.9
I had been trained to a higher level during initial acquisition.	139	46.8

Table C36: Language Training.

1. Indicate the military-provided training for your current, official, or required language that you have received in the PAST FOUR YEARS?	N	Percentage
Initial Acquisition Training	76	25.7
Sustainment/Enhancement Training	32	10.8
Both of the above	43	14.5
Neither of the above	145	49.0
2. Have you participated in military-provided immersion training?	N	Percentage
Yes	41	13.8
No	256	86.2
3. Have you EVER received language training paid for and/or sponsored by the military or government?	N	Percentage
Yes	195	65.7
No	102	34.3

Table C37: Initial Acquisition Language Training.

Directions: Answer the following questions about your initial acquisition language training in your official or required language.		
1. What was the source of your initial acquisition language training?	N	Percentage
DLI (at Monterey, California)	22	18.5
USAJFKSWCS	86	72.3
Unit/Command Language Program (CLP)	9	7.6
DLI (at Washington, DC)	2	1.7
2. What was the instructional mode of your initial acquisition language training?	N	Percentage
Classroom	115	96.6
Classroom followed by immersion	2	1.7
DL (i.e., distance/distributive learning)	2	1.7

Table C38: Initial Acquisition Language Training.

Answer the following about your instructor(s)...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3.	My instructor was effective in preparing me to use my language skills.	118	3.8	1.06	71.0	3.4	9.3	16.9	40.7	29.7
4.	It was clear that the instructor incorporated SOF considerations in his/her teaching objectives (e.g. mission language requirements).	117	2.9	1.18	48.1	10.3	33.3	19.7	27.4	9.4
5.	My instructor utilized current examples from TV, movies, radio, magazines, and newspapers to teach the language.	118	3.6	1.18	66.1	5.1	16.9	11.9	40.7	25.4
6.	My instructor was knowledgeable about how the language is currently used.	118	4.2	1.05	78.8	2.5	8.5	7.6	33.9	47.5
7.	The instructor encouraged students to speak in the target language.	117	4.3	0.94	82.1	1.7	5.1	7.7	34.2	51.3

Table C39: Initial Acquisition Language Training.

Answer the following about the curriculum...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
8.	The primary emphasis of the curriculum was on the formal language.	118	4.0	0.86	74.6	0.8	7.6	9.3	56.8	25.4
9.	The curriculum included slang and/or street language.	117	2.6	1.08	40.0	13.7	41.9	17.9	23.9	2.6
10.	The materials used in training were free from error.	117	2.4	1.08	35.0	23.1	35.9	19.7	20.5	0.9
11.	The curriculum included instruction and practice in all four skill modalities (i.e. reading, writing, speaking, and listening).	118	3.8	1.11	69.7	5.1	11.9	7.6	50.0	25.4
12.	The curriculum covered the vocabulary necessary for my job and missions.	118	3.0	1.20	48.7	12.7	27.1	22.0	28.8	9.3
13.	The curriculum was pre-packaged and not customized to SOF.	117	3.4	1.18	60.3	6.0	18.8	23.1	32.5	19.7
14.	The course would have been more effective if we had covered less content in more detail.	115	3.1	1.09	52.6	7.0	23.5	31.3	28.7	9.6

Table C40: Sustainment/Enhancement Language Training.

Directions: Answer the following questions about your sustainment/enhancement language training in your official or required language.		
1. What was the source of your sustainment/enhancement language training?	N	Percentage
DLI (at Monterey, California)	4	5.4
Unit/Command Language Program (CLP)	66	89.2
Self-Study	3	4.1
Other	1	1.4
2. What was the instructional mode of your sustainment/enhancement language training?	N	Percentage
Language Lab	33	44.0
Distance Learning (DL)	2	2.7
College classes	1	1.3
Immersion	3	4.0
Classroom (DLI/Unit)	23	30.7
Language days/activities	7	9.3
Tutoring	5	6.7
Informal	1	1.3
3. Did you have an instructor for your sustainment/enhancement language training?	N	Percentage
Yes	61	81.3
No	14	18.7

Table C41: Sustainment/Enhancement Language Training.

Answer the following about your instructor(s)...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4.	My instructor was effective in preparing me to use my language skills.	57	3.7	0.86	68.4	1.8	5.3	26.3	50.9	15.8
5.	It was clear that the instructor incorporated SOF considerations in his/her teaching objectives (e.g. mission language requirements).	58	3.0	1.18	49.1	8.6	34.5	19.0	27.6	10.3
6.	My instructor utilized current examples from TV, movies, radio, magazines, and newspapers to teach the language.	58	3.7	1.05	66.8	3.4	13.8	13.8	50.0	19.0
7.	My instructor was knowledgeable about how the language is currently used.	59	4.2	0.79	80.5	1.7	1.7	6.8	52.5	37.3
8.	The instructor encouraged students to speak in the target language.	59	4.3	0.87	82.2	1.7	1.7	11.9	35.6	49.2

Table C42: Sustainment/Enhancement Language Training.

Answer the following about the curriculum...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
9.	The primary emphasis of the curriculum was on the formal language.	71	3.6	0.92	65.1	-	19.7	9.9	60.6	9.9
10.	The curriculum included slang and/or street language.	71	3.0	1.13	49.7	4.2	40.8	16.9	28.2	9.9
11.	The materials used in training were free from error.	69	3.1	1.04	51.5	8.7	21.7	27.5	39.1	2.9
12.	The curriculum included instruction and practice in all four skill modalities (i.e. reading, writing, speaking, and listening).	70	3.4	1.12	60.7	4.3	22.9	12.9	45.7	14.3
13.	The curriculum covered the vocabulary necessary for my job and missions.	71	3.1	1.17	53.2	7.0	28.2	22.5	29.6	12.7
14.	The curriculum was pre-packaged and not customized to SOF.	70	3.2	1.20	54.6	5.7	31.4	15.7	32.9	14.3
15.	The course would have been more effective if we had covered less content in more detail.	70	3.2	0.97	54.6	4.3	21.4	30.0	40.0	4.3

Table C43: Immersion Training.

Directions: When answering these questions, think about the most recent immersion training that you have had.		
1. How many weeks was your immersion training?	N	Percentage
0-2 weeks	6	16.2
3-4 weeks	14	37.8
5-6 weeks	6	16.2
7-10 weeks	3	8.1
11-20 weeks	6	16.2
21-30 weeks	2	5.4
3. What kind of immersion training was it?	N	Percentage
Iso-immersion (i.e., CONUS)	12	31.6
Immersion training (i.e., OCONUS)	26	68.4

Table C44: Immersion Training.

4. What language were you studying during immersion training?	N	Percentage
French	6	15.8
German	3	7.9
Korean	6	15.8
Modern Standard Arabic	7	18.4
Persian-Farsi	1	2.6
Polish	2	5.3
Russian	3	7.9
Spanish	8	21.1
Thai	1	2.6
Miscellaneous CAT IV	1	2.6

Table C45: Immersion Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
5.	My language proficiency improved as a result of immersion training.	39	4.3	0.83	82.1	-	5.1	7.7	41.0	46.2
6.	I would have benefited more from immersion training if my initial proficiency was higher.	38	3.6	1.08	64.5	5.3	13.2	15.8	50.0	15.8
7.	Immersion training is the most effective way to acquire language skills.	39	4.6	0.64	89.7	-	-	7.7	25.6	66.7
8.	I think that OCONUS immersion training is a boondoggle.	35	1.7	0.96	17.1	57.1	80.0	17.1	-	2.9

Table C46: Training Effectiveness on Deployment.

Directions: answer the following questions related to your most recent training experience in which you were deployed in that language after training (i.e. took a course and deployed)		
1. Please indicate your most recent training experience in which you were deployed in that language after training:	N	Percentage
Initial acquisition language training	96	46.8
Sustainment/enhancement training in official or required AOR language	69	33.7
Pre-deployment training in language outside AOR (e.g., GWOT language)	40	19.5

Table C47: Training Effectiveness on Deployment.

Directions: Answer the following questions related to your most recent training experience in which you were deployed in that language after training (i.e. took a course and deployed).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2.	The language training I received prepared me for situations that I commonly encountered while deployed or on the mission.	186	3.0	1.21	49.2	13.4	26.3	18.3	33.9	8.1
3.	As a result of language training, I had no problem(s) speaking with local people, asking directions, giving commands, and reserving lodging.	185	2.7	1.30	43.2	21.6	27.6	15.1	27.6	8.1
4.	As a result of language training, I had no problem(s) building rapport/trust with local people.	185	3.0	1.27	50.4	14.6	23.8	18.9	30.8	11.9
5.	As a result of language training, I had no problem (s) reading street signs, warning markers, graffiti, important documents, and news.	182	3.0	1.24	48.9	14.8	24.2	22.0	28.6	10.4
6.	As a result of language training, I had no problem(s) listening to local people, answering their questions, and following local news programs.	185	2.5	1.15	38.0	21.1	34.1	20.5	20.5	3.8
7.	While deployed, I encountered situations where I felt that more substantial language training should have been required.	185	4.1	1.13	76.6	4.9	7.0	9.7	33.5	44.9

Table C48: Training Effectiveness on Deployment.

Directions: Answer the following questions related to your most recent training experience in which you were deployed in that language after training (i.e. took a course and deployed).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
8.	I was taught in the most up-to-date form of the language (i.e. how the language is currently used).	186	3.0	1.19	48.7	14.0	23.7	23.7	31.2	7.5
9.	While deployed, I found that I received incorrect information during language training.	177	2.7	1.09	41.4	14.1	35.0	27.1	18.6	5.1

Table C49: General Attitudes toward Language Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I believe that official language training is essential for success on the job.	295	4.1	1.39	76.4	13.2	3.7	3.4	23.4	56.3
2.	I do not believe the official language training focuses on the language skills and mission situations important to SOF.	283	3.1	1.18	53.4	9.9	22.3	24.4	31.4	12.0
3.	I would sacrifice some of the training allocated to my SOF skills training (e.g. weapons training) to shift to language proficiency.	289	3.3	1.26	56.3	10.7	21.8	14.2	38.1	15.2
4.	I do not put much effort into language training.	287	2.6	1.14	39.0	18.1	36.2	23.0	16.7	5.9
5.	I want to succeed in language training so that I will do well on missions.	291	4.4	0.69	85.2	0.3	1.0	6.2	42.3	50.2
6.	I am motivated to succeed in language training because I want to receive FLPP.	288	3.3	1.18	56.4	8.0	19.8	27.1	28.8	16.3
7.	I am motivated to succeed in language training because I am accountable to my team for my language abilities.	281	4.0	1.03	75.6	2.8	8.2	10.3	40.9	37.7
8.	I would be more motivated to perform well in language training if it was a criteria for promotions or would be used in future decisions about my job.	287	3.3	1.30	57.1	9.8	21.3	22.3	24.0	22.6
9.	Language training will make a good addition to my resume.	291	4.0	0.98	74.9	3.1	3.8	17.9	40.9	34.4
10.	My chain of command cares about my language proficiency.	289	2.8	1.17	44.4	17.6	23.5	27.7	26.0	5.2

Table C50: Attitudes toward Immersion Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
11.	I am often pulled out of language training for non-critical details.	220	3.5	1.16	61.1	5.5	16.8	27.3	28.6	21.8
12.	My chain of command will make the sacrifices necessary to ensure that I sustain my language proficiency.	275	2.4	1.01	35.3	21.8	31.3	31.3	15.3	0.4
13.	Maintaining proficiency in my core SOF skills does not leave time for maintaining appropriate language proficiency.	273	3.1	1.10	51.3	5.5	31.1	26.4	26.7	10.3
14.	With the current OPTEMPO, sustainment/enhancement training in my official language is impossible.	273	3.3	1.16	57.3	6.2	23.4	19.8	35.9	14.7
15.	I would put more effort into language training if the resources were more accessible.	284	4.0	1.02	74.5	2.1	8.1	15.5	38.4	35.9
16.	Selection for OCONUS immersion training is fair.	258	2.6	1.18	40.6	23.3	19.0	36.8	14.0	7.0
18.	OCONUS immersion training should occur regularly as part of sustainment/enhancement training.	284	4.5	0.76	86.2	0.7	1.4	7.7	32.7	57.4
19.	OCONUS immersion training is used (viewed) as a motivating reward rather than for skill enhancement.	26.3	3.6	1.05	65.7	3.8	8.0	33.5	31.2	23.6
20.	My command thinks that OCONUS immersion training is a boondoggle.	244	3.6	1.01	64.5	2.5	7.8	42.6	23.8	23.4
21.	CONUS iso-immersion is equally as effective as OCONUS immersion.	250	2.4	1.02	34.7	24.4	25.6	38.8	9.2	2.0

Table C51: Technology-Delivered Training.

Directions: Answer the following questions regarding your opinions and experiences with technology.		
1. Have you ever used technology-delivered training (Examples: Computer based training, video teleconferencing, distance/distributive learning, self-paced language learning software, etc.)?	N	Percentage
Yes	144	75.8
No	46	24.2

Table C52: Technology-Delivered Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2.	I believe that classroom training is more useful than technology-delivered training (TDT) for the initial acquisition of a language.	190	4.0	0.97	75.5	0.5	7.4	20.5	32.6	38.9
3.	I would be likely to use TDT options if they were available.	187	3.7	0.91	66.8	3.2	8.6	17.6	58.8	11.8
4.	I believe that TDT means that I will be completing training on my own time/ at home (e.g. not duty time).	190	3.7	0.95	67.9	1.6	11.6	18.4	50.5	17.9
5.	I believe that TDT is used most effectively when supplementing classroom instruction.	190	4.1	0.70	78.3	0.5	1.6	11.1	57.9	28.9
6.	I would be more likely to use TDT if it was scheduled (i.e., on duty time) versus when it is on my own time (i.e., not duty time).	188	4.0	0.95	74.5	1.6	6.4	17.6	41.5	33.0
7.	I believe that TDT is an effective way to learn language skills.	189	3.1	0.97	52.0	6.3	21.7	32.3	37.0	2.6
8.	I believe that TDT is an effective way to sustain/enhance my language skills.	187	3.7	0.93	66.7	3.7	8.6	16.6	59.4	11.8
9.	I believe that TDT is only effective when trainees are motivated.	189	4.0	0.87	74.6	1.1	5.3	16.4	48.7	28.6
10.	I have heard of the SOFTS (Special Operations Forces Training System) program where SOF personnel can take a class with a live instructor over the internet using PC-based tele-conferencing.	181	1.8	0.97	21.0	45.9	34.3	10.5	8.8	0.6
11.	I would participate in SOFTS if I had the opportunity.	190	3.8	0.91	69.6	2.1	5.8	24.2	47.4	20.5

Table C53: Technology-Delivered Training.

I am more likely to use TDT rather than face-to-face (i.e. classroom) instruction because TDT...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
12.	Provides the convenience of working at home.	186	3.0	1.12	50.0	11.3	22.6	26.9	33.3	5.9
13.	Allows you to complete training at your own pace.	185	3.2	1.11	56.1	10.3	14.1	23.8	44.9	7.0
14.	Reduces external pressures such as live instructors or peers.	184	2.6	1.12	39.5	19.6	30.4	25.0	22.3	2.7

Table C54: Technology-Delivered Training.

Directions: Answer the following questions regarding your opinions and experiences with technology.		
15. Have you ever used machine language translation (MLT) devices (Example: Phraselator or Voice Response Translator (VRT))?	N	Percentage
Yes	21	11.5
No	162	88.5
16. Have you ever used the Phraselator?	N	Percentage
Yes	21	10.9
No	171	89.1
17. Have you ever used the VRT?	N	Percentage
Yes	5	2.6
No	187	97.4
18. Have you ever used S-Minds?	N	Percentage
Yes	1	0.5
No	189	97.4

Table C55: Technology-Delivered Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
19.	I believe that MLT is an effective way to communicate.	106	2.6	0.85	40.1	15.1	17.0	61.3	5.7	0.9
20.	I believe that MLT is effective for the SOF core tasks I conduct that require language capability.	103	2.6	0.82	39.3	13.6	23.3	55.3	7.8	-
21.	I believe that MLT shows promise for the future.	111	3.0	0.98	50.7	10.8	10.8	45.9	29.7	2.7
22.	I believe that MLT cannot replace language trained operators.	123	4.1	1.06	76.2	4.1	-	28.5	22.0	45.5

Table C56: Organizational Climate and Support.

Directions: Answer the following questions regarding organizational climate and support.							
Rate your command on how well it does on each of the following:		N	Percentage (%) of Responses				
			A (Excellent)	B (Above Average)	C (Average)	D (Below Average)	F (Fail)
1.	Allocating duty hours/weeks to language training or language practice.	287	3.5	12.5	26.5	22.6	34.8
2.	Encouraging the use of your language during non-language training.	288	2.1	8.7	25.3	27.1	36.8
3.	Placing command emphasis on language proficiency.	288	5.6	12.8	27.4	27.4	26.7
4.	Providing support to help you acquire and maintain enough proficiency to qualify for FLPP.	288	2.4	9.7	26.0	26.4	35.4
5.	Providing recognition and awards related to language.	288	2.8	4.5	18.1	30.2	44.4
6.	Providing language learning materials.	288	4.2	16.0	31.9	27.1	20.8
7.	Ensuring quality language instruction is available.	288	5.6	14.2	25.3	29.9	25.0
8.	Ensuring pre-deployment training is available.	289	5.2	11.8	27.0	31.5	24.6
9.	Placing command emphasis on taking the DLPT on time.	288	25.3	17.7	24.7	14.9	17.4
10.	Finding ways to increase time for language training.	288	2.1	6.3	28.5	25.7	37.5
11.	Ensuring that personnel in language training are not pulled for non-critical details.	288	4.2	7.6	35.8	21.5	30.9

Table C57: Language and Attrition.

Directions: Answer the following questions regarding language and its relation to attrition.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I intend to leave SOF if I am unable to get the language training I need.	272	1.9	1.04	22.4	43.0	36.8	11.8	4.4	4.0
2.	I have considered leaving SOF to pursue a job in the civilian world where my language skills will be highly compensated.	267	2.6	1.41	40.2	27.7	29.2	11.6	17.6	13.9
3.	My decision to re-enlist in SOF is based in part on issues relating to language proficiency and language training.	250	2.4	1.32	35.4	31.2	28.0	19.6	10.4	10.8
4.	I intend to leave SOF if language requirements are increased.	272	1.7	0.87	18.4	46.7	38.6	11.0	1.8	1.8
5.	I am likely to re-enlist in SOF.	235	3.9	1.18	72.2	6.4	5.1	22.1	26.0	40.4

Table C58: Demographics.

To which military branch of service are you assigned?	N	Percentage
Air Force	-	-
Army	297	100.0
Navy	-	-
Have you been deployed with a SOF Unit in the past four (4) years?	N	Percentage
Yes	231	77.8
No	66	22.2
How many years of total service in SOF do you have?	N	Percentage
Less than one year	18	6.1
1-4 years	82	27.6
5-8 years	72	24.2
9-12 years	28	9.4
12-16 years	46	15.5
17-20 years	27	9.1
More than 20 years	23	7.7
How long have you been working in your current job?	N	Percentage
Less than one year	58	19.5
1-4 years	152	51.2
5-8 years	42	14.1
9-12 years	27	9.1
12-16 years	6	2.0
17-20 years	7	2.4
More than 20 years	5	1.7

Table C59: Demographics.

What is your current official or required language?	N	Percentage
Cambodian (Khmer)	1	0.3
Chinese-Mandarin	6	2.0
Dari	4	1.4
French	39	13.2
German	20	6.8
Indonesian	8	2.7
Korean	14	4.7
Modern Standard Arabic	47	15.9
Pashtu	2	0.7
Persian-Farsi	11	3.7
Polish	4	1.4
Portuguese (Brazilian)	5	1.7
Russian	22	7.5
Serbian-Croatian	5	1.7
Spanish	80	27.1
Tagalog (Filipino)	4	1.4
Thai	14	4.7
Turkish	1	0.3
Urdu	1	0.3
Miscellaneous CAT I	1	0.3
Miscellaneous CAT III	4	1.4
Miscellaneous CAT IV	2	0.7

Table C60: Demographics.

What other languages are you proficient in besides your current official or required language?	N	Percentage
Cambodian (Khmer)	2	0.9
Chinese-Mandarin	4	1.7
Dari	4	1.7
French	30	12.8
German	34	14.5
Korean	5	2.1
Modern Standard Arabic	10	4.3
Pashtu	5	2.1
Persian-Farsi	3	1.3
Polish	1	0.4
Portuguese (Brazilian)	19	8.1
Russian	17	7.2
Serbian-Croatian	9	3.8
Spanish	49	20.9
Tagalog (Filipino)	2	0.9
Thai	4	1.7
Turkish	1	0.4
Urdu	3	1.3
Vietnamese	2	0.9
Japanese	3	1.3
Italian	5	2.1
Miscellaneous CAT I	5	2.1
Miscellaneous CAT II	1	0.4
Miscellaneous CAT III	13	5.5
Miscellaneous CAT IV	4	1.7

Table C61: Demographics.

How long have you been deployed in the last 12 months?	N	Percentage
Have not been deployed	101	34.0
1-2 months	28	9.4
3-4 months	32	10.8
5-6 months	35	11.8
More than 6 months	101	34.0
How many times have you been deployed on exercises or operations in your AOR? Include all deployments during your career.	N	Percentage
Have not been deployed	61	20.7
1-2 times	69	23.5
3-4 times	28	9.5
5-6 times	18	6.1
More than 6 times	118	40.1
How many times have you been deployed on exercises or operations outside of your AOR? Include all deployments during your career.	N	Percentage
Have not been deployed	72	24.4
1-2 times	120	40.7
3-4 times	45	15.3
5-6 times	18	6.1
More than 6 times	40	13.6

Table C62: Demographics.

Which operator type best describes you?	N	Percentage
SF AC	120	40.4
SF RC	48	16.2
CA AC	14	4.7
CA RC	46	15.5
PSYOP AC	45	15.2
PSYOP RC	24	8.1

Table C63: Demographics.

What is your grade?	N	Percentage
E2	1	0.4
E3	5	1.8
E4	20	7.1
E5	29	10.2
E6	54	19.1
E7	67	23.7
E8	35	12.4
E9	4	1.4
WO-01	4	1.4
WO-02	3	1.1
WO-03	4	1.4
WO-04	3	1.1
O-1	1	0.4
O-2	1	0.4
O-3	13	4.6
O-4	23	8.1
O-5	14	4.9
O-6	2	0.7

Table C64: Demographics.

Are you currently on active duty?	N	Percentage
Yes	220	74.3
No	76	25.7
Are you a member of the Reserves/National Guard?	N	Percentage
Yes	119	40.5
No	175	59.5

Appendix D: Findings for Special Forces Active and Reserve Components²⁸⁰

²⁸⁰ This group includes individuals who indicated their SOF personnel type as SF AC or SF RC.

Table D1: General Language Requirements.

1. Think about the use of street dialect (e.g. blue-collar/slang) in conversation with people in the deployment location. Example: Asking for directions from or giving important instructions to the typical person you encounter while deployed.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you use this street dialect?	142	3.7	1.18	67.6	5.6	10.6	23.2	28.9	31.7
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is street dialect to completing SOF core tasks?	142	3.5	1.04	61.8	3.5	12.7	35.2	30.3	18.3

Table D2: General Language Requirements.

2. Think about giving commands in a direct action scenario in the deployment language. Example: "Get down!" or "Drop the weapon!"										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you give this type of command?	143	3.6	1.23	65.9	5.6	16.1	17.5	30.8	30.1
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is giving this type of command?	143	4.1	1.02	77.3	2.1	5.6	18.2	29.4	44.8

Table D3: General Language Requirements.

3. Think about the use of formal language in conversation with people in the deployment location. Example: Giving a thank you speech to local country hosts or conducting business negotiations with officials.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you use this formal language?	143	3.3	1.20	57.2	7.7	18.9	29.4	25.2	18.9
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is formal language to completing SOF core tasks?	143	3.5	1.07	62.6	3.5	12.6	35.7	26.6	21.7

Table D4: General Language Requirements.

4. Think about the use of language in building rapport with people in the deployment location. Example: The initial meeting with the local militia leader.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	142	4.2	1.04	79.1	3.5	3.5	14.8	29.6	48.6
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	143	4.3	0.91	82.5	1.4	1.4	18.2	23.8	55.2

Table D5: General Language Requirements

5. Think about the use of military or technical vocabulary in conversation with people in the deployment location. Example: Training local mechanics, policemen, or soldiers.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you use military-technical vocabulary?	143	3.8	1.09	69.2	4.9	6.3	24.5	35.7	28.7
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this vocabulary to completing SOF core tasks?	143	3.8	1.01	70.5	2.1	6.3	30.1	30.8	30.8

Table D6: General Language Requirements.

6. Think about reading in the language of the deployment country. Examples: Identifying important documents, reading signs/graffiti, and navigation.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	142	3.9	1.05	72.4	2.8	7.0	22.5	33.1	34.5
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	143	3.9	0.95	71.5	0.7	6.3	29.4	33.6	30.1

Table D7: General Language Requirements.

7. Think about writing in the language of the deployment country. Example: Making written arrangements (contracts) with local officials, writing an operations order, or writing a list of supplies for a local guide to purchase.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	143	2.8	1.19	45.3	14.0	28.0	32.2	14.7	11.2
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	143	2.9	1.11	48.3	6.3	33.6	33.6	14.0	12.6

Table D8: General Language Requirements.

8. Think about listening to conversations or broadcasts in the language of the deployment country. Example: Listening to conversations at a café or a radio broadcast to determine local support for your presence.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	143	3.8	1.04	69.8	2.1	8.4	38.7	30.1	30.8
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	143	3.7	1.05	68.4	2.1	9.8	29.4	30.1	28.7

Table D9: General Language Requirements.

9. Which statement best describes the level of language proficiency ideal for your typical tasks and duties?	N	Percentage
None	3	2.1
Asking directions; reading street signs or a map; giving basic commands; using simple common courtesy phrases and questions ("tourist guide" phrases); limited knowledge of the culture.	8	5.6
Asking and responding to questions beyond the standard "tourist guide" phrases; limited conversation/dialogue; listening and understanding the typical radio/TV broadcasts or conversation; getting the gist of newspaper headlines or articles; working knowledge and understanding of the culture.	43	30.1
Extended dialogue/conversation on a variety of topics; reading important documents or the local newspaper with a good understanding; listening and understanding most conversations or broadcasts; and ability to understand culturally appropriate humor and metaphors.	66	46.2
Negotiations; persuading others with complex issues or thoughts; writing contracts or complex messages; reading very sophisticated or technical materials; complete comprehension of conversations and broadcasts; confidence in all levels of conversation; and ability to use culturally appropriate humor and metaphors.	23	16.1

Table D10: Mission-based Language Requirements.

1. What was your primary SOF core task on this deployment?	N	Percentage
Direct Action (DA)	20	14.1
Special Reconnaissance (SR)	7	4.9
Unconventional Warfare (UW)	41	28.9
Foreign Internal Defense (FID)	44	31.0
Civil Affairs Operations (CAO)	2	1.4
Counterterrorism (CT)	10	7.0
Information Operations (IO)	8	5.6
Force Protection (FP)	2	1.4
Miscellaneous Intelligence (Intel.)	2	1.4
Other	6	4.2
2. Was this mission inside or outside your AOR?	N	Percentage
Inside AOR	86	60.1
Outside AOR	57	39.9

Table D11: Mission-based Language Requirements.

3. Which statements best describes the level of language proficiency ideal for you tasks and duties on this mission?	N	Percentage
None	13	9.1
Asking directions; reading street signs or a map; giving basic commands; using simple common courtesy phrases and questions ("tourist guide" phrases); limited knowledge of the culture.	15	10.5
Asking and responding to questions beyond the standard "tourist guide" phrases; limited conversation/dialogue; listening and understanding the typical radio/TV broadcasts or conversation; getting the gist of newspaper headlines or articles; working knowledge and understanding of the culture.	42	29.4
Extended dialogue/conversation on a variety of topics; reading important documents or the local newspaper with a good understanding; listening and understanding most conversations or broadcasts; and ability to understand culturally appropriate humor and metaphors.	55	38.5
Negotiations; persuading others with complex issues or thoughts; writing contracts or complex messages; reading very sophisticated or technical materials; complete comprehension of conversations and broadcasts; confidence in all levels of conversation; and ability to use culturally appropriate humor and metaphors.	18	12.6
4. Which of the following language-related tasks were required for this mission?	N	Percentage
Topic specific instruction; teaching a class on how to employ and maintain equipment, teaching tactics, explaining the role and function of staff personnel.	6	4.2
Establishing and building rapport and some level of trust with a political or military figure.	22	15.4
Both a and b	98	68.5
Neither a and b	17	11.9
5. How long were you deployed in this country?	N	Percentage
Less than 3 months	25	17.5
3 – 6 months	76	53.1
6 – 12 months	38	26.6
Over 12 months	4	2.8

Table D12: Mission-based Language Requirements.

How much did the mission require you to use the following in the deployment language?		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Always
6.	Military-specific language	141	3.4	1.18	58.9	10.6	10.6	26.2	37.6	14.9
7.	Formal language	140	2.8	1.12	44.6	13.6	27.1	32.1	21.4	5.7
8.	Slang/street language	141	3.4	1.09	59.2	7.1	13.5	27.0	40.4	12.1
9.	Local dialect	138	3.3	1.21	56.9	10.9	15.2	24.6	34.1	15.2
10.	Speaking skills	139	3.8	1.20	70.3	7.9	5.8	17.3	35.3	33.8
11.	Listening skills	140	4.0	1.90	73.8	7.1	6.4	10.7	35.7	40.0
12.	Reading skills	138	2.8	1.12	45.5	13.8	23.9	36.2	18.8	7.2
13.	Writing skills	137	2.2	1.12	31.0	29.9	34.3	21.9	9.5	4.4
14.	Job aids (Example: note cards or Kwikpoint, but not interpreters)	131	2.4	1.28	34.9	34.4	19.1	26.0	13.7	6.9
15.	Interpreters	142	3.5	1.64	63.6	23.2	5.6	9.9	16.2	45.1

Table D13: Mission-based Language Requirements.

Please rate the following on a scale of Strongly Disagree to Strongly Agree		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
16.	I was well prepared for this deployment in terms of language and cultural understanding.	140	2.7	1.39	42.1	25.7	25.7	16.4	18.6	13.6
17.	I used my language skills frequently while on this deployment.	135	3.6	1.54	65.6	17.8	8.9	9.6	20.7	43.0

Table D14: Mission-based Language Requirements.

How important do you believe language proficiency is for...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Not Important	Low Importance	Important	High Importance	Critical
18.	Building rapport/trust	143	4.3	0.85	82.2	1.4	0.7	15.4	32.9	49.7
19.	Training or teaching others	143	3.8	0.95	71.0	0.7	9.8	21.0	42.0	26.6
20.	Reducing need for interpreters/translators	139	4.0	1.08	75.2	2.2	8.6	18.7	27.3	43.2
21.	Logistics (i.e. saving time or convenience in getting things done)	143	3.6	0.94	64.2	1.4	11.9	30.8	40.6	15.4
22.	Timely identification of important documents	142	3.8	1.06	69.0	2.1	12.0	21.8	35.9	28.2
23.	Giving basic commands	142	4.0	0.92	75.0	-	6.3	23.2	34.5	35.9
24.	Discrete eavesdropping	142	3.9	1.05	73.4	2.1	8.5	20.4	31.7	37.3
25.	Increasing situational awareness	143	4.2	0.91	79.7	1.4	2.1	18.9	31.5	46.2
26.	Maintaining control in hostile confrontations	141	4.1	1.06	76.6	2.1	7.8	17.0	27.7	45.4
27.	Persuading people to provide sensitive information	141	3.9	1.08	72.2	2.8	9.2	19.9	32.6	35.5
28.	Negotiations	138	3.9	1.05	71.2	2.2	9.4	21.7	34.8	31.9

Table D15: Use of Interpreters.

1. Have you used an interpreter on a mission in the past four years?	N	Percentage
Yes	112	78.3
No	31	21.7

Table D16: Use of Interpreters.

Directions: Answer the following questions about your experiences with interpreters on your missions. Think about this across all of your deployments inside and outside your AOR (i.e., your unit's normal area of responsibility).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
1.	How often do you use CAT I interpreters (i.e. Local hire, indigenous personnel, not vetted; OR a US citizen, not vetted)?	111	3.9	1.26	73.2	7.2	5.4	22.5	17.1	47.7
2.	How often do you use CAT II/III interpreters (i.e. US citizen with a secret OR top secret clearance)?	111	3.0	1.46	49.3	22.5	18.0	20.7	17.1	21.6

Table D17: Use of Interpreters.

Directions: Answer the following questions about your experiences with interpreters on your missions. Think about this across all of your deployments inside and outside your AOR (i.e., your unit's normal area of responsibility).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3.	If I were more proficient in my current or official language, I would be less likely to rely on interpreters.	109	4.0	1.33	74.5	8.3	11.9	3.7	25.7	50.5
4.	In my experiences, I have observed situations where interpreters have compromised the mission outcome.	106	3.5	1.20	62.3	4.7	18.9	24.5	26.4	25.5
5.	I use interpreters only when advanced/high levels of proficiency are required.	108	2.6	1.20	40.7	13.9	45.4	14.8	15.7	10.2
6.	It would have been useful to receive training on using interpreters prior to deployment.	107	3.4	0.93	60.0	2.8	15.0	29.0	45.8	7.5
7.	Interpreters are essential for carrying out missions.	110	3.9	0.96	71.1	3.6	5.5	16.4	51.8	22.7
8.	I feel our unit is too dependent on interpreters.	110	3.8	1.21	70.0	3.6	13.6	21.8	20.9	40.0
9.	My unit frequently uses interpreters when deployed inside the normal AOR.	108	3.7	1.23	67.4	8.3	12.0	9.3	42.6	27.8
10.	I can be as effective on my missions without an interpreter.	109	2.3	1.23	32.3	31.2	33.0	19.3	8.3	8.3
11.	In my experience, most interpreters were trustworthy.	111	3.3	0.92	56.3	4.5	16.2	31.5	45.0	2.7
12.	In my experience, most interpreters were competent.	111	3.5	0.88	62.2	1.8	15.3	20.7	56.8	5.4

Table D18: Outside AOR Deployment.

1. Have you been deployed out of your unit's normal Area of Responsibility (AOR) in the past four years?	N	Percentage
Yes	84	58.7
No	59	41.3

Table D19: Outside AOR Deployment.

Directions: Answer these questions according to your most recent deployment outside of your unit's AOR or normal area of responsibility (e.g., GWOT mission).		
1. Which statement best describes the level of language proficiency ideal for you tasks and duties on this mission?	N	Percentage
None	11	13.3
Asking directions; reading street signs or a map; giving basic commands; using simple common courtesy phrases and questions ("tourist guide" phrases); limited knowledge of the culture.	15	18.1
Asking and responding to questions beyond the standard "tourist guide" phrases; limited conversation/dialogue; listening and understanding the typical radio/TV broadcasts or conversation; getting the gist of newspaper headlines or articles; working knowledge and understanding of the culture.	22	26.5
Extended dialogue/conversation on a variety of topics; reading important documents or the local newspaper with a good understanding; listening and understanding most conversations or broadcasts; and ability to understand culturally appropriate humor and metaphors.	25	30.1
Negotiations; persuading others with complex issues or thoughts; writing contracts or complex messages; reading very sophisticated or technical materials; complete comprehension of conversations and broadcasts; confidence in all levels of conversation; and ability to use culturally appropriate humor and metaphors.	10	12.0
2. Which of the following language-related tasks were required for this mission?	N	Percentage
Topic specific instruction; teaching a class on how to employ and maintain equipment, teaching tactics, explaining the role and function of staff personnel.	2	2.4
Establishing and building rapport and some level of trust with a political or military figure.	15	18.3
Both a and b	55	67.1
Neither a and b	10	12.2

Table D20: Outside AOR Deployment.

Directions: Answer these questions according to your most recent deployment outside of your unit's AOR or normal area of responsibility (e.g., GWOT mission).		
3. How long were you deployed in this country?	N	Percentage
Less than 3 months	8	9.6
3 – 6 months	36	43.4
6 – 12 months	38	45.8
Over 12 months	1	1.2

Table D21: Outside AOR Deployment.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4.	I was able to meet the language-related requirements of this mission.	81	2.1	1.19	26.5	42.0	30.9	9.9	13.6	3.7
5.	While on this deployment, I experienced language-related issues or deficiencies.	82	4.2	1.15	81.1	4.9	7.3	4.9	24.4	58.5
6.	My proficiency in my official or required language suffered because of this deployment.	81	3.4	1.29	61.1	8.6	19.8	13.6	34.6	23.5
7.	I am confident that I will be able to regain my previous proficiency in my official or required language.	80	3.7	1.14	67.2	3.8	11.3	28.8	25.0	31.3
8.	Prior to deployment, I was proficient in the language required.	80	2.8	1.41	45.3	23.8	21.3	21.3	17.5	16.3

Table D22: Outside AOR Deployment.

1. I received pre-deployment language training?	N	Percentage
Yes	10	12.0
No	73	88.0

Table D23: Use of Interpreters Outside AOR Deployment.

1. Have you used an interpreter on a mission in the past four years?	N	Percentage
Yes	75	90.4
No	8	9.6

Table D24: Use of Interpreters Outside AOR Deployment.

1. What type of interpreter was used for this mission?	N	Percentage
CAT I (i.e., Local hire indigenous personnel, not vetted; OR a US citizen not vetted)	48	64.0
CAT II / CAT III (i.e., US citizen with a secret OR top secret clearance)	16	21.3
Both CAT I and CAT II/III	11	14.7

Table D25: Use of Interpreters Outside AOR Deployment.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2.	Using interpreter(s) was essential for carrying out this mission.	93	4.6	0.60	89.7	-	1.3	1.3	34.7	62.7
3.	I could have been as effective on this mission without using interpreter(s).	75	1.7	0.88	16.7	52.0	37.3	2.7	8.0	-
4.	The interpreter(s) that I used on this mission was (were) trustworthy.	75	3.7	0.91	66.3	1.3	12.0	20.0	53.3	13.3
5.	The interpreter(s) that I used on this mission was (were) competent.	75	3.8	0.82	70.3	-	9.3	16.0	58.7	16.0
6.	I feel that during this mission, I was too dependent on interpreters.	75	4.1	1.09	77.0	1.3	10.7	14.7	25.3	48.0
7.	My unit frequently uses interpreters when outside the normal AOR.	75	4.6	0.60	88.7	-	-	5.3	34.7	60.0

Table D26: Beliefs about Proficiency.

Directions: Respond to the following items based on your skills related to your official or required language.		
1. Do you have any level of proficiency in a language other than English?	N	Percentage
Yes	157	93.5
No	11	6.5

Table D27: Beliefs about Proficiency.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Always
2.	I feel confident in my ability to use military terminology in the language required by my AOR assignment.	168	3.1	1.23	51.9	9.6	25.7	28.7	19.2	16.8
3.	I feel confident in my ability to satisfy minimum courtesy requirements and maintain very simple face-to-face conversations on familiar topics in the language required by my AOR assignment.	168	3.8	1.25	68.8	4.8	16.1	16.7	24.4	38.1
4.	I feel confident in my ability to participate in informal conversations on practical, social, and professional topics in the language required by my AOR assignment.	168	3.2	1.36	54.3	12.5	23.2	23.2	16.7	24.4

Table D28: Official Language Testing.

1. Have you taken the Defense Language Proficiency Test (DLPT) in the past four years?	N	Percentage
Yes	139	88.5
No	18	11.5
2. Are you currently required to take the DLPT annually?	N	Percentage
Yes	115	84.6
No	21	15.4

Table D29: Official Language Testing.

3. What is your current official or required AOR language?	N	Percentage
Cambodian (Khmer)	1	0.7
Chinese-Mandarin	2	1.4
French	17	12.3
German	11	8.0
Indonesian	3	2.2
Korean	6	4.3
Modern Standard Arabic	15	10.9
Persian-Farsi	4	2.9
Polish	3	2.2
Portuguese (Brazilian)	1	0.7
Russian	10	7.2
Serbian-Croatian	2	1.4
Spanish	49	35.5
Tagalog (Filipino)	1	0.7
Thai	9	6.5
Turkish	1	0.7
Urdu	1	0.7
Miscellaneous CAT III	1	0.7
Miscellaneous CAT IV	1	0.7

Table D30: Official Language Testing.

4. When was the last time that you took the DLPT in your current official or required AOR language?	N	Percentage
2004	53	38.4
2003	56	40.6
2002	16	11.6
2001	9	6.5
Prior to 2001	4	2.9
5. What is your level of proficiency in your current official or required AOR language according to your most recent DLPT score? (Listening)	N	Percentage
0	8	5.8
0+	32	23.2
1	25	18.1
1+	22	15.9
2	12	8.7
2+	16	11.6
3	23	16.7
6. What is your level of proficiency in your current official or required AOR language according to your most recent DLPT score? (Reading)	N	Percentage
0	11	8.0
0+	18	13.1
1	28	20.4
1+	16	11.7
2	12	8.8
2+	19	13.9
3	33	24.1

Table D31: Official Language Testing.

5. Have you ever taken an Oral Proficiency Interview (OPI)?	N	Percentage
Yes	62	44.6
No	77	55.4

Table D32: Official Language Testing.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
6.	The content of the DLPT is clearly related to what I do during deployment.	139	2.4	1.08	33.6	23.7	38.8	18.0	18.0	1.4
7.	My DLPT scores accurately reflect my ability to use language while on the job.	139	2.6	1.29	39.6	22.3	35.3	13.7	19.4	9.4
8.	Operators who perform well on the DLPT are more likely to successfully use language in the field.	139	3.2	1.07	55.6	5.0	23.7	24.5	37.4	9.4
9.	If my score on the DLPT is too high, my chain of command will take unfair advantage of me.	136	2.3	1.08	32.7	24.3	39.0	22.8	9.6	4.4
10.	I marked the same answer for every question on the DLPT to get it over with quickly.	134	1.6	1.05	15.5	63.4	23.9	4.5	3.7	4.5
11.	I have memorized the answers to the DLPT since it never changes.	133	1.6	0.90	15.2	58.6	29.3	6.0	4.5	1.5
12.	The OPI (Oral Proficiency Interview) is more related to mission performance than the DLPT.	95	3.5	1.12	62.1	7.4	6.3	37.9	27.4	21.1

Table D33: Foreign Language Proficiency Pay.

Directions: Please respond to the following items regarding Foreign Language Proficiency Pay (FLPP)		
1. Have you received Foreign Language Proficiency Pay (FLPP) in the past four years?	N	Percentage
Yes	58	37.4
No	97	62.6
2. Do you currently receive Foreign Language Proficiency Pay (FLPP)?	N	Percentage
Yes	42	26.9
No	114	73.1

Table D34: Foreign Language Proficiency Pay.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3.	FLPP motivates me to acquire new language skills during personal time.	150	3.2	1.35	54.2	14.7	19.3	20.7	25.3	20.0
4.	FLPP motivates me to maintain my current level of language skills during personal time.	148	3.1	1.38	52.5	16.2	20.9	19.6	23.0	20.3
5.	Procedures for allocating FLPP are fair.	146	2.9	1.11	47.1	15.1	17.1	37.7	24.7	5.5
6.	Procedures for receiving FLPP are straight-forward and simple.	145	3.2	1.09	54.7	10.3	12.4	33.1	36.6	7.6
7.	I believe the amount of my FLPP reflects the effort that I have put into learning or maintaining a language.	139	2.5	1.17	37.4	23.7	28.8	27.3	14.4	5.8

Table D35: Foreign Language Proficiency Pay.

8. FLPP would be more motivating if.... (check all that apply)	N	Percentage
The amounts were increased (e.g. more money).	118	70.2
It was paid for lower proficiency levels.	79	47.0
It was paid once per year as a bonus.	16	9.5
We could get FLPP for speaking proficiency.	81	48.2
The Unit would provide more resources for language training.	82	48.8
The Unit would provide more time for language training.	102	60.7
I had been trained to a higher level during initial acquisition.	76	45.2

Table D36: Language Training.

1. Indicate the military-provided training for your current, official, or required language that you have received in the PAST FOUR YEARS?	N	Percentage
Initial Acquisition Training	43	25.7
Sustainment/Enhancement Training	25	15.0
Both of the above	17	10.2
Neither of the above	82	49.1
2. Have you participated in military-provided immersion training?	N	Percentage
Yes	26	15.5
No	142	84.5
3. Have you EVER received language training paid for and/or sponsored by the military or government?	N	Percentage
Yes	122	72.6
No	46	27.4

Table D37: Initial Acquisition Language Training.

Directions: Answer the following questions about your initial acquisition language training in your official or required language.		
1. What was the source of your initial acquisition language training?	N	Percentage
DLI (at Monterey, California)	3	5.0
USAJFKSWCS	51	85.0
Unit/Command Language Program (CLP)	4	6.7
DLI (at Washington, DC)	2	3.3
2. What was the instructional mode of your initial acquisition language training?	N	Percentage
Classroom	58	96.7
Classroom followed by immersion	1	1.7
DL (i.e., distance/distributive learning)	1	1.7

Table D38: Initial Acquisition Language Training.

Answer the following about your instructor(s)...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3.	My instructor was effective in preparing me to use my language skills.	60	3.8	1.14	68.8	6.7	8.3	15.0	43.3	26.7
4.	It was clear that the instructor incorporated SOF considerations in his/her teaching objectives (e.g. mission language requirements).	60	2.8	1.14	45.4	11.7	33.3	23.3	25.0	6.7
5.	My instructor utilized current examples from TV, movies, radio, magazines, and newspapers to teach the language.	60	3.7	1.05	67.1	3.3	13.3	15.0	48.3	20.0
6.	My instructor was knowledgeable about how the language is currently used.	60	4.1	1.13	76.3	3.3	10.0	10.0	31.7	45.0
7.	The instructor encouraged students to speak in the target language.	60	4.3	0.92	82.1	1.7	5.0	6.7	36.7	50.0

Table D39: Initial Acquisition Language Training.

Answer the following about the curriculum...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
8.	The primary emphasis of the curriculum was on the formal language.	60	4.0	0.89	73.8	1.7	6.7	11.7	55.0	25.0
9.	The curriculum included slang and/or street language.	59	2.6	0.97	39.4	10.2	44.1	25.4	18.6	1.7
10.	The materials used in training were free from error.	59	2.6	1.10	40.3	16.9	33.9	22.0	25.4	1.7
11.	The curriculum included instruction and practice in all four skill modalities (i.e. reading, writing, speaking, and listening).	60	3.7	1.12	67.9	5.0	13.3	10.0	48.3	23.3
12.	The curriculum covered the vocabulary necessary for my job and missions.	60	2.9	1.23	48.3	15.0	25.0	20.0	31.7	8.3
13.	The curriculum was pre-packaged and not customized to SOF.	60	3.5	1.13	62.5	5.0	16.7	20.0	40.0	18.3
14.	The course would have been more effective if we had covered less content in more detail.	57	3.3	0.99	56.1	5.3	15.8	35.1	36.8	7.0

Table D40: Sustainment/Enhancement Language Training.

Directions: Answer the following questions about your sustainment/enhancement language training in your official or required language.		
1. What was the source of your sustainment/enhancement language training?	N	Percentage
DLI (at Monterey, California)	3	7.3
Unit/Command Language Program (CLP)	35	85.4
Self-study	2	4.9
Other	1	2.4
2. What was the instructional mode of your sustainment/enhancement language training?	N	Percentage
Language Lab	17	40.5
Distance Learning (DL)	1	2.4
College classes	1	2.4
Immersion	1	2.4
Classroom (DLI/Unit)	16	38.1
Language days/activities	2	4.8
Tutoring	3	7.1
Informal	1	2.4
3. Did you have an instructor for your sustainment/enhancement language training?	N	Percentage
Yes	33	78.6
No	9	21.4

Table D41: Sustainment/Enhancement Language Training.

Answer the following about your instructor(s)...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4.	My instructor was effective in preparing me to use my language skills.	31	3.8	0.93	71.0	3.2	3.2	22.6	48.4	22.6
5.	It was clear that the instructor incorporated SOF considerations in his/her teaching objectives (e.g. mission language requirements).	31	3.2	1.27	54.0	12.9	19.4	19.4	35.5	12.9
6.	My instructor utilized current examples from TV, movies, radio, magazines, and newspapers to teach the language.	31	3.9	0.92	71.8	-	12.9	9.7	54.8	22.6
7.	My instructor was knowledgeable about how the language is currently used.	32	4.3	0.80	81.3	3.1	-	3.1	56.3	37.5
8.	The instructor encouraged students to speak in the target language.	32	4.4	0.67	85.2	-	-	9.4	40.6	50.0

Table D42: Sustainment/Enhancement Language Training.

Answer the following about the curriculum...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
9.	The primary emphasis of the curriculum was on the formal language.	40	3.7	0.83	66.3	-	15.0	12.5	65.0	7.5
10.	The curriculum included slang and/or street language.	40	3.1	1.09	53.1	2.5	35.0	20.0	32.5	10.0
11.	The materials used in training were free from error.	39	3.3	0.97	56.4	5.1	17.9	25.6	48.7	2.6
12.	The curriculum included instruction and practice in all four skill modalities (i.e. reading, writing, speaking, and listening).	39	3.5	1.14	63.5	7.7	12.8	12.8	51.3	15.4
13.	The curriculum covered the vocabulary necessary for my job and missions.	40	3.2	1.19	55.6	5.0	30.0	17.5	32.5	15.0
14.	The curriculum was pre-packaged and not customized to SOF.	40	3.4	1.23	59.4	5.0	27.5	12.5	35.0	20.0
15.	The course would have been more effective if we had covered less content in more detail.	39	3.1	0.95	53.2	5.1	20.5	33.3	38.5	2.6

Table D43: Immersion Training.

Directions: When answering these questions, think about the most recent immersion training that you have had.		
1. How many weeks was your immersion training?	N	Percentage
0-2 weeks	4	17.4
3-4 weeks	9	39.1
5-6 weeks	1	17.4
7-10 weeks	2	8.7
11-20 weeks	3	13.0
21-30 weeks	1	4.3
3. What kind of immersion training was it?	N	Percentage
Iso-immersion (i.e., CONUS)	7	29.2
Immersion training (i.e., OCONUS)	17	70.8

Table D44: Immersion Training.

4. What language were you studying during immersion training?	N	Percentage
French	3	12.5
German	3	12.5
Korean	3	12.5
Modern Standard Arabic	4	16.7
Persian-Farsi	1	4.2
Polish	2	8.3
Russian	1	4.2
Spanish	6	25.0
Thai	1	4.2

Table D45: Immersion Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
5.	My language proficiency improved as a result of immersion training.	25	4.3	0.84	82.0	-	4.0	12.0	36.0	48.0
6.	I would have benefited more from immersion training if my initial proficiency was higher.	25	3.3	1.18	58.0	8.0	20.0	16.0	44.0	12.0
7.	Immersion training is the most effective way to acquire language skills.	25	4.6	0.65	90.0	-	-	8.0	24.0	68.0
8.	I think that OCONUS immersion training is a boondoggle.	24	1.7	0.82	16.7	54.2	25.0	20.8	-	-

Table D46: Training Effectiveness on Deployment.

Directions: answer the following questions related to your most recent training experience in which you were deployed in that language after training (i.e. took a course and deployed)		
1. Please indicate your most recent training experience in which you were deployed in that language after training:	N	Percentage
Initial acquisition language training	65	48.1
Sustainment/enhancement training in official or required AOR language	51	37.8
Pre-deployment training in language outside AOR (e.g., GWOT language)	19	14.1

Table D47: Training Effectiveness on Deployment.

Directions: Answer the following questions related to your most recent training experience in which you were deployed in that language after training (i.e. took a course and deployed).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2.	The language training I received prepared me for situations that I commonly encountered while deployed or on the mission.	127	3.0	1.24	49.0	14.2	26.8	16.5	33.9	8.7
3.	As a result of language training, I had no problem(s) speaking with local people, asking directions, giving commands, and reserving lodging.	127	2.8	1.32	43.7	23.6	22.0	18.9	26.8	8.7
4.	As a result of language training, I had no problem(s) building rapport/trust with local people.	126	3.1	1.25	51.4	13.5	23.0	19.8	31.7	11.9
5.	As a result of language training, I had no problem (s) reading street signs, warning markers, graffiti, important documents, and news.	124	3.1	1.24	51.8	13.7	19.4	25.0	29.8	12.1
6.	As a result of language training, I had no problem(s) listening to local people, answering their questions, and following local news programs.	126	2.6	1.17	40.3	20.6	28.6	24.6	21.4	4.8
7.	While deployed, I encountered situations where I felt that more substantial language training should have been required.	127	4.0	1.11	74.6	3.9	8.7	11.8	36.2	39.4

Table D48: Training Effectiveness on Deployment.

Directions: Answer the following questions related to your most recent training experience in which you were deployed in that language after training (i.e. took a course and deployed).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
8.	I was taught in the most up-to-date form of the language (i.e. how the language is currently used).	125	3.0	1.20	49.4	13.6	23.2	23.2	32.0	8.0
9.	While deployed, I found that I received incorrect information during language training.	120	2.6	1.09	40.0	15.8	35.0	26.7	18.3	4.2

Table D49: General Attitudes toward Language Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I believe that official language training is essential for success on the job.	168	3.9	1.48	73.1	16.1	4.8	2.4	24.4	52.4
2.	I do not believe the official language training focuses on the language skills and mission situations important to SOF.	168	3.3	1.17	56.4	8.0	20.2	23.9	33.7	14.1
3.	I would sacrifice some of the training allocated to my SOF skills training (e.g. weapons training) to shift to language proficiency.	164	3.0	1.28	49.4	14.6	28.0	13.4	32.9	11.0
4.	I do not put much effort into language training.	165	2.5	1.12	37.0	20.0	37.6	21.8	15.8	4.8
5.	I want to succeed in language training so that I will do well on missions.	166	4.3	0.71	83.6	-	1.8	8.4	43.4	46.4
6.	I am motivated to succeed in language training because I want to receive FLPP.	163	3.2	1.24	55.4	9.8	20.9	25.2	26.4	17.8
7.	I am motivated to succeed in language training because I am accountable to my team for my language abilities.	162	4.0	1.06	75.6	3.7	8.0	8.0	42.6	37.7
8.	I would be more motivated to perform well in language training if it was a criteria for promotions or would be used in future decisions about my job.	164	3.1	1.33	52.7	13.4	23.2	21.3	23.2	18.9
9.	Language training will make a good addition to my resume.	167	3.8	1.05	70.2	4.8	5.4	21.0	41.9	26.9
10.	My chain of command cares about my language proficiency.	166	2.7	1.23	43.2	20.5	24.1	24.1	24.7	6.6

Table D50: Attitudes toward Immersion Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
11.	I am often pulled out of language training for non-critical details.	128	3.4	1.17	60.4	5.5	18.0	27.3	28.1	21.1
12.	My chain of command will make the sacrifices necessary to ensure that I sustain my language proficiency.	163	2.4	1.00	35.1	22.1	30.7	32.5	14.1	0.6
13.	Maintaining proficiency in my core SOF skills does not leave time for maintaining appropriate language proficiency.	157	3.1	1.15	52.5	6.4	29.9	22.3	29.9	11.5
14.	With the current OPTEMPO, sustainment/enhancement training in my official language is impossible.	159	3.4	1.15	59.7	6.3	19.5	18.9	39.6	15.7
15.	I would put more effort into language training if the resources were more accessible.	161	3.8	1.05	70.7	1.9	11.8	18.0	38.5	29.8
16.	Selection for OCONUS immersion training is fair.	152	2.6	1.12	38.7	24.3	18.4	38.8	15.1	3.3
18.	OCONUS immersion training should occur regularly as part of sustainment/enhancement training.	163	4.4	0.81	84.2	0.6	2.5	9.8	33.7	53.4
19.	OCONUS immersion training is used (viewed) as a motivating reward rather than for skill enhancement.	155	3.5	1.05	63.2	4.5	9.0	34.8	32.3	19.4
20.	My command thinks that OCONUS immersion training is a boondoggle.	146	3.7	0.99	66.4	1.4	6.8	43.2	21.9	26.7
21.	CONUS iso-immersion is equally as effective as OCONUS immersion.	147	2.4	1.08	34.5	26.5	25.2	34.7	10.9	2.7

Table D51: Technology-Delivered Training.

Directions: Answer the following questions regarding your opinions and experiences with technology.		
1. Have you ever used technology-delivered training (Examples: Computer based training, video teleconferencing, distance/distributive learning, self-paced language learning software, etc.)?	N	Percentage
Yes	93	78.8
No	25	21.2

Table D52: Technology-Delivered Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2.	I believe that classroom training is more useful than technology-delivered training (TDT) for the initial acquisition of a language.	122	4.0	0.98	74.8	0.8	8.2	18.0	36.9	36.1
3.	I would be likely to use TDT options if they were available.	119	3.6	0.95	64.5	4.2	10.1	19.3	56.3	10.1
4.	I believe that TDT means that I will be completing training on my own time/ at home (e.g. not duty time).	121	3.7	0.96	68.6	2.5	9.1	19.8	48.8	19.8
5.	I believe that TDT is used most effectively when supplementing classroom instruction.	121	4.1	0.74	76.2	0.8	1.7	14.9	57.0	25.6
6.	I would be more likely to use TDT if it was scheduled (i.e., on duty time) versus when it is on my own time (i.e., not duty time).	121	3.9	1.02	72.3	2.5	8.3	18.2	39.7	31.4
7.	I believe that TDT is an effective way to learn language skills.	121	3.1	1.02	51.7	8.3	21.5	28.1	39.7	2.5
8.	I believe that TDT is an effective way to sustain/enhance my language skills.	118	3.6	0.99	65.7	5.9	7.6	15.3	60.2	11.0
9.	I believe that TDT is only effective when trainees are motivated.	121	3.9	0.94	73.3	1.7	7.4	14.9	47.9	28.1
10.	I have heard of the SOFTS (Special Operations Forces Training System) program where SOF personnel can take a class with a live instructor over the internet using PC-based tele-conferencing.	115	1.9	1.00	22.6	43.5	33.0	13.9	8.7	0.9
11.	I would participate in SOFTS if I had the opportunity.	121	3.6	0.92	65.7	2.5	7.4	30.6	43.8	15.7

Table D53: Technology-Delivered Training.

I am more likely to use TDT rather than face-to-face (i.e. classroom) instruction because TDT...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
12.	Provides the convenience of working at home.	121	2.9	1.16	47.5	14.0	24.8	23.1	33.1	5.0
13.	Allows you to complete training at your own pace.	120	3.2	1.14	54.8	12.5	13.3	22.5	45.8	5.8
14.	Reduces external pressures such as live instructors or peers.	119	2.6	1.15	38.9	21.8	29.4	22.7	23.5	2.5

Table D54: Technology-Delivered Training.

Directions: Answer the following questions regarding your opinions and experiences with technology.		
15. Have you ever used machine language translation (MLT) devices (Example: Phraselator or Voice Response Translator (VRT))?	N	Percentage
Yes	13	11.1
No	104	88.9
16. Have you ever used the Phraselator?	N	Percentage
Yes	11	9.0
No	111	91.0
17. Have you ever used the VRT?	N	Percentage
Yes	5	4.1
No	117	95.9
18. Have you ever used S-Minds?	N	Percentage
Yes	1	0.8
No	119	99.2

Table D55: Technology-Delivered Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
19.	I believe that MLT is an effective way to communicate.	69	2.5	0.83	38.4	17.4	15.9	62.3	4.3	-
20.	I believe that MLT is effective for the SOF core tasks I conduct that require language capability.	68	2.6	0.83	39.7	14.7	19.1	58.8	7.4	-
21.	I believe that MLT shows promise for the future.	73	2.9	0.95	47.6	12.3	11.0	52.1	23.3	1.4
22.	I believe that MLT cannot replace language trained operators.	81	4.0	1.11	73.8	4.9	-	33.3	18.5	43.2

Table D56: Organizational Climate and Support.

Directions: Answer the following questions regarding organizational climate and support.							
Rate your command on how well it does on each of the following:		N	Percentage (%) of Responses				
			A (Excellent)	B (Above Average)	C (Average)	D (Below Average)	F (Fail)
1.	Allocating duty hours/weeks to language training or language practice.	161	3.7	6.2	26.7	23.0	40.4
2.	Encouraging the use of your language during non-language training.	162	1.9	6.8	28.4	23.5	39.5
3.	Placing command emphasis on language proficiency.	162	6.2	13.0	26.5	25.9	28.4
4.	Providing support to help you acquire and maintain enough proficiency to qualify for FLPP.	162	3.1	7.4	29.0	23.5	37.0
5.	Providing recognition and awards related to language.	162	1.2	4.9	17.9	27.8	48.1
6.	Providing language learning materials.	163	5.5	16.6	33.1	23.9	20.9
7.	Ensuring quality language instruction is available.	163	6.7	14.1	28.2	25.8	25.2
8.	Ensuring pre-deployment training is available.	163	6.1	8.6	23.9	32.5	28.8
9.	Placing command emphasis on taking the DLPT on time.	163	34.4	16.0	24.5	11.0	14.1
10.	Finding ways to increase time for language training.	162	2.5	3.7	27.2	26.5	40.1
11.	Ensuring that personnel in language training are not pulled for non-critical details.	162	3.7	5.6	38.9	21.6	30.2

Table D57: Language and Attrition.

Directions: Answer the following questions regarding language and its relation to attrition.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I intend to leave SOF if I am unable to get the language training I need.	160	1.8	0.97	18.8	50.6	32.5	10.6	3.8	2.5
2.	I have considered leaving SOF to pursue a job in the civilian world where my language skills will be highly compensated.	163	2.5	1.43	37.4	32.5	28.2	9.2	17.2	12.9
3.	My decision to re-enlist in SOF is based in part on issues relating to language proficiency and language training.	156	2.1	1.21	28.4	38.5	30.8	16.7	7.1	7.1
4.	I intend to leave SOF if language requirements are increased.	163	1.7	0.89	17.8	50.9	32.5	12.9	1.8	1.8
5.	I am likely to re-enlist in SOF.	146	3.9	1.19	72.8	5.5	7.5	19.9	24.7	42.5

Table D58: Demographics.

To which military branch of service are you assigned?	N	Percentage
Air Force	-	-
Army	168	100.0
Navy	-	-
Have you been deployed with a SOF Unit in the past four (4) years?	N	Percentage
Yes	143	85.1
No	25	14.9
How many years of total service in SOF do you have?	N	Percentage
Less than one year	6	3.6
1-4 years	29	17.3
5-8 years	36	21.4
9-12 years	18	10.7
12-16 years	37	22.0
17-20 years	20	11.9
More than 20 years	22	13.1
How long have you been working in your current job?	N	Percentage
Less than one year	23	13.7
1-4 years	83	49.4
5-8 years	28	16.7
9-12 years	17	10.1
12-16 years	6	3.6
17-20 years	6	3.6
More than 20 years	5	3.0

Table D59: Demographics.

What is your current official or required language?	N	Percentage
Cambodian (Khmer)	1	0.6
Chinese-Mandarin	2	1.2
French	23	13.4
German	13	7.6
Indonesian	3	1.7
Korean	7	4.1
Modern Standard Arabic	21	12.2
Persian-Farsi	6	3.5
Polish	3	1.7
Portuguese (Brazilian)	4	2.3
Russian	14	8.1
Serbian-Croatian	2	1.2
Spanish	55	32.0
Tagalog (Filipino)	2	1.2
Thai	11	6.4
Turkish	1	0.6
Urdu	1	0.6
Miscellaneous CAT III	3	1.7

Table D60: Demographics.

What other languages are you proficient in besides your current official or required language?	N	Percentage
Cambodian (Khmer)	1	0.7
Chinese-Mandarin	3	2.0
Dari	2	1.4
French	15	10.1
German	19	12.8
Korean	4	2.7
Modern Standard Arabic	5	3.4
Pashtu	5	3.4
Persian-Farsi	2	1.4
Polish	1	0.7
Portuguese (Brazilian)	15	10.1
Russian	14	9.5
Serbian-Croatian	2	1.4
Spanish	29	19.6
Tagalog (Filipino)	2	1.4
Thai	4	2.7
Turkish	1	0.7
Urdu	3	2.0
Vietnamese	2	1.4
Japanese	2	1.4
Italian	2	1.4
Miscellaneous CAT I	3	2.0
Miscellaneous CAT II	1	0.7
Miscellaneous CAT III	8	5.4
Miscellaneous CAT IV	3	2.0

Table D61: Demographics.

How long have you been deployed in the last 12 months?	N	Percentage
Have not been deployed	52	31.0
1-2 months	13	7.7
3-4 months	24	14.3
5-6 months	22	13.1
More than 6 months	57	33.9
How many times have you been deployed on exercises or operations in your AOR? Include all deployments during your career.	N	Percentage
Have not been deployed	22	13.2
1-2 times	25	15.0
3-4 times	12	7.2
5-6 times	10	6.0
More than 6 times	98	58.7
How many times have you been deployed on exercises or operations outside of your AOR? Include all deployments during your career.	N	Percentage
Have not been deployed	29	17.3
1-2 times	69	41.1
3-4 times	26	15.5
5-6 times	14	8.3
More than 6 times	28	16.7

Table D62: Demographics.

Which operator type best describes you?	N	Percentage
SF AC	120	71.4
SF RC	48	28.6

Table D63: Demographics.

What is your grade?	N	Percentage
E4	2	1.3
E5	4	2.5
E6	32	20.0
E7	58	36.3
E8	31	19.4
E9	4	2.5
WO-01	4	2.5
WO-02	3	1.9
WO-03	4	2.5
WO-04	2	1.3
O-3	7	4.4
O-4	2	1.3
O-5	5	3.1
O-6	2	1.3

Table D64: Demographics.

Are you currently on active duty?	N	Percentage
Yes	134	79.8
No	33	19.6
Are you a member of the Reserves/National Guard?	N	Percentage
Yes	47	28.0
No	120	71.4

Appendix E: Findings for Special Forces Active Component²⁸¹

²⁸¹ This group includes individuals who indicated SF AC as their SOF personnel type.

Table E1: General Language Requirements.

1. Think about the use of street dialect (e.g. blue-collar/slang) in conversation with people in the deployment location. Example: Asking for directions from or giving important instructions to the typical person you encounter while deployed.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you use this street dialect?	104	3.8	1.13	70.2	4.8	7.7	23.1	30.8	33.7
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is street dialect to completing SOF core tasks?	104	3.4	1.02	60.6	3.8	13.5	33.7	34.6	14.4

Table E2: General Language Requirements.

2. Think about giving commands in a direct action scenario in the deployment language. Example: "Get down!" or "Drop the weapon!"										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you give this type of command?	105	3.7	1.21	67.9	4.8	15.2	17.1	29.5	33.3
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is giving this type of command?	105	4.1	1.01	76.7	1.9	5.7	19.0	30.5	42.9

Table E3: General Language Requirements.

3. Think about the use of formal language in conversation with people in the deployment location. Example: Giving a thank you speech to local country hosts or conducting business negotiations with officials.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you use this formal language?	105	3.3	1.12	56.9	4.8	21.9	30.5	26.7	16.2
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is formal language to completing SOF core tasks?	105	3.4	1.06	60.0	2.9	16.2	38.1	23.8	19.0

Table E4: General Language Requirements.

4. Think about the use of language in building rapport with people in the deployment location. Example: The initial meeting with the local militia leader.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	104	4.1	1.07	77.4	4.8	2.9	14.4	33.7	44.2
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	105	4.2	0.92	80.2	1.0	1.9	21.9	25.7	49.5

Table E5: General Language Requirements.

5. Think about the use of military or technical vocabulary in conversation with people in the deployment location. Example: Training local mechanics, policemen, or soldiers.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you use military-technical vocabulary?	105	3.8	1.07	69.5	3.8	7.6	23.8	36.2	28.6
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this vocabulary to completing SOF core tasks?	105	0.8	0.98	70.5	1.0	6.7	32.4	29.5	30.5

Table E6: General Language Requirements.

6. Think about reading in the language of the deployment country. Examples: Identifying important documents, reading signs/graffiti, and navigation.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	104	3.9	1.05	72.8	2.9	7.7	19.2	35.6	34.6
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	105	3.8	0.97	69.8	1.0	7.6	30.5	33.3	27.6

Table E7: General Language Requirements.

7. Think about writing in the language of the deployment country. Example: Making written arrangements (contracts) with local officials, writing an operations order, or writing a list of supplies for a local guide to purchase.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	105	2.9	1.21	47.1	14.3	23.8	33.3	16.2	12.4
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	105	2.9	1.11	48.3	7.6	30.5	34.3	16.2	11.4

Table E8: General Language Requirements.

8. Think about listening to conversations or broadcasts in the language of the deployment country. Example: Listening to conversations at a café or a radio broadcast to determine local support for your presence.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	105	3.8	1.03	69.8	1.9	7.6	30.5	29.5	30.5
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	105	3.6	1.07	66.0	2.9	10.5	32.4	28.6	25.7

Table E9: General Language Requirements.

9. Which statement best describes the level of language proficiency ideal for your typical tasks and duties?	N	Percentage
None	1	1.0
Asking directions; reading street signs or a map; giving basic commands; using simple common courtesy phrases and questions ("tourist guide" phrases); limited knowledge of the culture.	5	4.8
Asking and responding to questions beyond the standard "tourist guide" phrases; limited conversation/dialogue; listening and understanding the typical radio/TV broadcasts or conversation; getting the gist of newspaper headlines or articles; working knowledge and understanding of the culture.	33	31.4
Extended dialogue/conversation on a variety of topics; reading important documents or the local newspaper with a good understanding; listening and understanding most conversations or broadcasts; and ability to understand culturally appropriate humor and metaphors.	50	47.6
Negotiations; persuading others with complex issues or thoughts; writing contracts or complex messages; reading very sophisticated or technical materials; complete comprehension of conversations and broadcasts; confidence in all levels of conversation; and ability to use culturally appropriate humor and metaphors.	16	15.2

Table E10: Mission-based Language Requirements.

1. What was your primary SOF core task on this deployment?	N	Percentage
Direct Action (DA)	16	15.4
Special Reconnaissance (SR)	2	1.9
Unconventional Warfare (UW)	27	26.0
Foreign Internal Defense (FID)	35	33.7
Civil Affairs Operations (CAO)	2	1.9
Counterterrorism (CT)	8	7.7
Information Operations (IO)	7	6.7
Force Protection (FP)	2	4.8
Other	5	1.9
2. Was this mission inside or outside your AOR?	N	Percentage
Inside AOR	76	72.4
Outside AOR	29	27.6

Table E11: Mission-based Language Requirements.

3. Which statements best describes the level of language proficiency ideal for you tasks and duties on this mission?	N	Percentage
None	8	7.6
Asking directions; reading street signs or a map; giving basic commands; using simple common courtesy phrases and questions ("tourist guide" phrases); limited knowledge of the culture.	12	11.4
Asking and responding to questions beyond the standard "tourist guide" phrases; limited conversation/dialogue; listening and understanding the typical radio/TV broadcasts or conversation; getting the gist of newspaper headlines or articles; working knowledge and understanding of the culture.	28	26.7
Extended dialogue/conversation on a variety of topics; reading important documents or the local newspaper with a good understanding; listening and understanding most conversations or broadcasts; and ability to understand culturally appropriate humor and metaphors.	44	41.9
Negotiations; persuading others with complex issues or thoughts; writing contracts or complex messages; reading very sophisticated or technical materials; complete comprehension of conversations and broadcasts; confidence in all levels of conversation; and ability to use culturally appropriate humor and metaphors.	13	12.4
4. Which of the following language-related tasks were required for this mission?	N	Percentage
Topic specific instruction; teaching a class on how to employ and maintain equipment, teaching tactics, explaining the role and function of staff personnel.	5	4.8
Establishing and building rapport and some level of trust with a political or military figure.	20	19.0
Both a and b	67	63.8
Neither a and b	13	12.4
5. How long were you deployed in this country?	N	Percentage
Less than 3 months	20	19.0
3 – 6 months	66	62.9
6 – 12 months	17	16.2
Over 12 months	2	1.9

Table E12: Mission-based Language Requirements.

How much did the mission require you to use the following in the deployment language?		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Always
6.	Military-specific language	104	3.4	1.23	59.1	11.5	10.6	26.0	33.7	18.3
7.	Formal language	103	2.7	1.11	43.7	14.6	27.2	33.0	19.4	5.8
8.	Slang/street language	104	3.5	1.02	61.3	6.7	8.7	27.9	46.2	10.6
9.	Local dialect	102	3.2	1.16	56.1	10.8	12.7	29.4	35.3	11.8
10.	Speaking skills	103	3.8	1.21	70.9	8.7	3.9	17.5	35.0	35.0
11.	Listening skills	103	4.0	1.18	74.0	7.8	3.9	12.6	35.9	39.8
12.	Reading skills	101	2.9	1.16	46.5	14.9	20.8	36.6	18.8	8.9
13.	Writing skills	100	2.3	1.16	31.8	32.0	29.0	24.0	10.0	5.0
14.	Job aids (Example: note cards or Kwikpoint, but not interpreters)	95	2.5	1.27	36.8	30.5	21.1	26.3	14.7	7.4
15.	Interpreters	104	3.3	1.71	58.2	29.8	4.8	8.7	16.3	40.4

Table E13: Mission-based Language Requirements.

Please rate the following on a scale of Strongly Disagree to Strongly Agree		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
16.	I was well prepared for this deployment in terms of language and cultural understanding.	103	2.9	1.34	46.8	18.4	26.2	19.4	21.4	14.6
17.	I used my language skills frequently while on this deployment.	100	3.7	1.50	67.5	16.0	9.0	8.0	23.0	44.0

Table E14: Mission-based Language Requirements.

How important do you believe language proficiency is for...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Not Important	Low Importance	Important	High Importance	Critical
18.	Building rapport/trust	105	4.2	0.87	80.7	1.9	-	17.1	35.2	45.7
19.	Training or teaching others	105	3.9	0.94	71.4	1.0	8.6	21.0	42.9	26.7
20.	Reducing need for interpreters/translators	102	4.0	1.11	75.0	2.0	9.8	19.6	23.5	45.1
21.	Logistics (i.e. saving time or convenience in getting things done)	105	3.6	0.97	64.5	1.9	11.4	30.5	39.0	17.1
22.	Timely identification of important documents	104	3.7	1.07	67.1	2.9	12.5	23.1	36.5	25.0
23.	Giving basic commands	104	4.0	0.90	75.0	-	5.8	23.1	36.5	34.6
24.	Discrete eavesdropping	104	3.9	1.03	72.6	2.9	5.8	23.1	34.6	33.7
25.	Increasing situational awareness	105	4.1	0.90	78.3	1.9	1.0	20.0	36.2	41.0
26.	Maintaining control in hostile confrontations	104	4.0	1.09	75.5	2.9	7.7	17.3	28.8	43.3
27.	Persuading people to provide sensitive information	103	3.8	1.09	70.6	2.9	10.7	19.4	35.0	32.0
28.	Negotiations	101	3.8	1.07	70.8	2.0	10.9	21.8	32.7	32.7

Table E15: Use of Interpreters.

1. Have you used an interpreter on a mission in the past four years?	N	Percentage
Yes	78	74.3
No	27	25.7

Table E16: Use of Interpreters.

Directions: Answer the following questions about your experiences with interpreters on your missions. Think about this across all of your deployments inside and outside your AOR (i.e., your unit's normal area of responsibility).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
1.	How often do you use CAT I interpreters (i.e. Local hire, indigenous personnel, not vetted; OR a US citizen, not vetted)?	77	3.8	1.30	69.2	9.1	6.5	23.4	20.8	40.3
2.	How often do you use CAT II/III interpreters (i.e. US citizen with a secret OR top secret clearance)?	78	3.0	1.46	50.6	21.8	16.7	20.5	19.2	21.8

Table E17: Use of Interpreters.

Directions: Answer the following questions about your experiences with interpreters on your missions. Think about this across all of your deployments inside and outside your AOR (i.e., your unit's normal area of responsibility).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3.	If I were more proficient in my current or official language, I would be less likely to rely on interpreters.	75	3.8	1.41	69.7	9.3	17.3	2.7	26.7	44.0
4.	In my experiences, I have observed situations where interpreters have compromised the mission outcome.	73	3.3	1.17	58.6	4.1	24.7	23.3	28.8	19.2
5.	I use interpreters only when advanced/high levels of proficiency are required.	74	2.5	1.14	36.8	14.9	51.4	13.5	12.2	8.1
6.	It would have been useful to receive training on using interpreters prior to deployment.	73	3.3	0.96	57.2	4.1	16.4	32.9	39.7	6.8
7.	Interpreters are essential for carrying out missions.	76	3.9	0.95	72.4	3.9	3.9	14.5	53.9	23.7
8.	I feel our unit is too dependent on interpreters.	76	3.6	1.26	66.1	5.3	15.8	23.7	19.7	35.5
9.	My unit frequently uses interpreters when deployed inside the normal AOR.	74	3.8	1.20	70.3	8.1	8.1	9.5	43.2	31.1
10.	I can be as effective on my missions without an interpreter.	75	2.4	1.29	34.0	30.7	32.0	18.7	8.0	10.7
11.	In my experience, most interpreters were trustworthy.	77	3.4	0.84	59.1	2.6	13.0	32.5	49.4	2.6
12.	In my experience, most interpreters were competent.	77	3.5	0.80	63.6	-	14.3	22.1	58.4	5.2

Table E18: Outside AOR Deployment.

1. Have you been deployed out of your unit's normal Area of Responsibility (AOR) in the past four years?	N	Percentage
Yes	50	47.6
No	55	52.4

Table E19: Outside AOR Deployment.

Directions: Answer these questions according to your most recent deployment outside of your unit's AOR or normal area of responsibility (e.g., GWOT mission).		
1. Which statement best describes the level of language proficiency ideal for you tasks and duties on this mission?	N	Percentage
None	8	16.0
Asking directions; reading street signs or a map; giving basic commands; using simple common courtesy phrases and questions ("tourist guide" phrases); limited knowledge of the culture.	10	20.0
Asking and responding to questions beyond the standard "tourist guide" phrases; limited conversation/dialogue; listening and understanding the typical radio/TV broadcasts or conversation; getting the gist of newspaper headlines or articles; working knowledge and understanding of the culture.	13	26.0
Extended dialogue/conversation on a variety of topics; reading important documents or the local newspaper with a good understanding; listening and understanding most conversations or broadcasts; and ability to understand culturally appropriate humor and metaphors.	15	30.0
Negotiations; persuading others with complex issues or thoughts; writing contracts or complex messages; reading very sophisticated or technical materials; complete comprehension of conversations and broadcasts; confidence in all levels of conversation; and ability to use culturally appropriate humor and metaphors.	4	8.0
2. Which of the following language-related tasks were required for this mission?	N	Percentage
Topic specific instruction; teaching a class on how to employ and maintain equipment, teaching tactics, explaining the role and function of staff personnel.	1	2.0
Establishing and building rapport and some level of trust with a political or military figure.	11	22.4
Both a and b	32	65.3
Neither a and b	5	10.2

Table E20: Outside AOR Deployment.

Directions: Answer these questions according to your most recent deployment outside of your unit's AOR or normal area of responsibility (e.g., GWOT mission).			
3. How long were you deployed in this country?		N	Percentage
Less than 3 months		7	14.0
3 – 6 months		26	52.0
6 – 12 months		17	34.0

Table E21: Outside AOR Deployment.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4.	I was able to meet the language-related requirements of this mission.	48	2.1	1.23	26.6	41.7	35.4	2.1	16.7	4.2
5.	While on this deployment, I experienced language-related issues or deficiencies.	49	4.2	1.25	79.1	6.1	10.2	2.0	24.5	57.1
6.	My proficiency in my official or required language suffered because of this deployment.	50	3.5	1.39	62.5	12.0	16.0	12.0	30.0	30.0
7.	I am confident that I will be able to regain my previous proficiency in my official or required language.	48	3.5	1.13	62.5	4.2	14.6	31.3	27.1	22.9
8.	Prior to deployment, I was proficient in the language required.	49	2.9	1.30	48.5	16.3	22.4	26.5	20.4	14.3

Table E22: Outside AOR Deployment.

1. I received pre-deployment language training?	N	Percentage
Yes	8	16.0
No	42	84.0

Table E23: Use of Interpreters Outside AOR Deployment.

1. Have you used an interpreter on a mission in the past four years?	N	Percentage
Yes	46	92.0
No	4	8.0

Table E24: Use of Interpreters Outside AOR Deployment.

1. What type of interpreter was used for this mission?	N	Percentage
CAT I (i.e., Local hire indigenous personnel, not vetted; OR a US citizen not vetted)	28	60.9
CAT II / CAT III (i.e., US citizen with a secret OR top secret clearance)	10	21.7
Both CAT I and CAT II/III	8	17.4

Table E25: Use of Interpreters Outside AOR Deployment.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2.	Using interpreter(s) was essential for carrying out this mission.	46	4.6	0.50	89.7	-	-	-	41.3	58.7
3.	I could have been as effective on this mission without using interpreter(s).	46	1.7	0.91	17.9	19.2	14.2	1.7	3.3	38.3
4.	The interpreter(s) that I used on this mission was (were) trustworthy.	46	3.7	0.87	67.4	2.2	6.5	23.9	54.3	13.0
5.	The interpreter(s) that I used on this mission was (were) competent.	46	3.8	0.73	71.2	-	6.5	15.2	65.2	13.0
6.	I feel that during this mission, I was too dependent on interpreters.	46	4.0	1.15	75.0	2.2	13.0	13.0	26.1	45.7
7.	My unit frequently uses interpreters when outside the normal AOR.	46	4.5	0.59	88.6	-	-	4.3	37.0	58.7

Table E26: Beliefs about Proficiency.

Directions: Respond to the following items based on your skills related to your official or required language.		
1. Do you have any level of proficiency in a language other than English?	N	Percentage
Yes	114	95.0
No	6	5.0

Table E27: Beliefs about Proficiency.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Always
2.	I feel confident in my ability to use military terminology in the language required by my AOR assignment.	119	3.1	1.28	52.3	10.9	24.4	29.4	15.1	20.2
3.	I feel confident in my ability to satisfy minimum courtesy requirements and maintain very simple face-to-face conversations on familiar topics in the language required by my AOR assignment.	120	3.7	1.27	67.5	5.8	15.8	16.7	25.8	35.8
4.	I feel confident in my ability to participate in informal conversations on practical, social, and professional topics in the language required by my AOR assignment.	120	3.1	1.38	52.3	14.2	24.2	23.3	15.0	23.3

Table E28: Official Language Testing.

1. Have you taken the Defense Language Proficiency Test (DLPT) in the past four years?	N	Percentage
Yes	107	93.9
No	7	6.1
2. Are you currently required to take the DLPT annually?	N	Percentage
Yes	95	90.5
No	10	9.5

Table E29: Official Language Testing.

3. What is your current official or required AOR language?	N	Percentage
Cambodian (Khmer)	1	0.9
Chinese-Mandarin	2	1.9
French	14	13.2
German	10	9.4
Indonesian	2	1.9
Korean	4	3.8
Modern Standard Arabic	13	12.3
Persian-Farsi	4	3.8
Polish	3	2.8
Portuguese (Brazilian)	1	0.9
Russian	9	8.5
Serbian-Croatian	2	1.9
Spanish	34	32.1
Thai	6	5.7
Turkish	1	0.9

Table E30: Official Language Testing.

4. When was the last time that you took the DLPT in your current official or required AOR language?	N	Percentage
2004	50	46.7
2003	40	37.4
2002	10	9.3
2001	4	3.7
Prior to 2001	3	2.8
5. What is your level of proficiency in your current official or required AOR language according to your most recent DLPT score? (Listening)	N	Percentage
0	8	7.5
0+	24	22.4
1	19	17.8
1+	16	15.0
2	11	10.3
2+	12	11.2
3	17	15.9
6. What is your level of proficiency in your current official or required AOR language according to your most recent DLPT score? (Reading)	N	Percentage
0	11	10.4
0+	16	15.1
1	20	18.9
1+	11	10.4
2	8	7.5
2+	15	14.2
3	25	23.6

Table E31: Official Language Testing.

5. Have you ever taken an Oral Proficiency Interview (OPI)?	N	Percentage
Yes	50	46.7
No	57	53.3

Table E32: Official Language Testing.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
6.	The content of the DLPT is clearly related to what I do during deployment.	107	2.3	1.04	31.3	25.2	42.1	15.9	15.9	0.9
7.	My DLPT scores accurately reflect my ability to use language while on the job.	107	2.5	1.26	38.6	21.5	38.3	14.0	16.8	9.3
8.	Operators who perform well on the DLPT are more likely to successfully use language in the field.	107	3.1	1.06	53.3	5.6	26.2	25.2	35.5	7.5
9.	If my score on the DLPT is too high, my chain of command will take unfair advantage of me.	104	2.3	1.04	31.7	25.0	39.4	22.1	10.6	2.9
10.	I marked the same answer for every question on the DLPT to get it over with quickly.	103	1.7	1.15	18.4	59.2	24.3	5.8	4.9	5.8
11.	I have memorized the answers to the DLPT since it never changes.	103	1.7	0.92	16.7	55.3	30.1	7.8	5.8	1.0
12.	The OPI (Oral Proficiency Interview) is more related to mission performance than the DLPT.	73	3.4	1.17	59.2	9.6	8.2	37.0	26.0	19.2

Table E33: Foreign Language Proficiency Pay.

Directions: Please respond to the following items regarding Foreign Language Proficiency Pay (FLPP)		
1. Have you received Foreign Language Proficiency Pay (FLPP) in the past four years?	N	Percentage
Yes	45	39.8
No	68	60.2
2. Do you currently receive Foreign Language Proficiency Pay (FLPP)?	N	Percentage
Yes	36	31.6
No	78	68.4

Table E34: Foreign Language Proficiency Pay.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3.	FLPP motivates me to acquire new language skills during personal time.	110	3.1	1.30	53.0	13.6	20.9	21.8	27.3	16.4
4.	FLPP motivates me to maintain my current level of language skills during personal time.	108	3.1	1.36	51.4	15.7	23.1	19.4	23.1	18.5
5.	Procedures for allocating FLPP are fair.	109	2.9	1.11	47.2	14.7	17.4	37.6	24.8	5.5
6.	Procedures for receiving FLPP are straight-forward and simple.	108	3.3	1.02	58.6	7.4	9.3	33.3	41.7	8.3
7.	I believe the amount of my FLPP reflects the effort that I have put into learning or maintaining a language.	103	2.5	1.20	38.1	23.3	30.1	24.3	15.5	6.8

Table E35: Foreign Language Proficiency Pay.

8. FLPP would be more motivating if.... (check all that apply)	N	Percentage
The amounts were increased (e.g. more money).	84	70.0
It was paid for lower proficiency levels.	58	48.3
It was paid once per year as a bonus.	9	7.5
We could get FLPP for speaking proficiency.	54	45.0
The Unit would provide more resources for language training.	50	41.7
The Unit would provide more time for language training.	72	60.0
I had been trained to a higher level during initial acquisition.	51	42.5

Table E36: Language Training.

1. Indicate the military-provided training for your current, official, or required language that you have received in the PAST FOUR YEARS?	N	Percentage
Initial Acquisition Training	33	27.7
Sustainment/Enhancement Training	16	13.4
Both of the above	12	10.1
Neither of the above	58	48.7
2. Have you participated in military-provided immersion training?	N	Percentage
Yes	17	14.2
No	103	85.8
3. Have you EVER received language training paid for and/or sponsored by the military or government?	N	Percentage
Yes	90	75.0
No	30	25.0

Table E37: Initial Acquisition Language Training.

Directions: Answer the following questions about your initial acquisition language training in your official or required language.		
1. What was the source of your initial acquisition language training?	N	Percentage
DLI (at Monterey, California)	2	4.4
USAJFKSWCS	40	88.9
Unit/Command Language Program (CLP)	1	2.2
DLI (at Washington, DC)	2	4.4
2. What was the instructional mode of your initial acquisition language training?	N	Percentage
Classroom	45	100.0

Table E38: Initial Acquisition Language Training.

Answer the following about your instructor(s)...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3.	My instructor was effective in preparing me to use my language skills.	45	3.6	1.18	63.9	8.9	8.9	20.0	42.2	20.0
4.	It was clear that the instructor incorporated SOF considerations in his/her teaching objectives (e.g. mission language requirements).	45	2.6	1.03	39.4	13.3	40.0	24.4	20.0	2.2
5.	My instructor utilized current examples from TV, movies, radio, magazines, and newspapers to teach the language.	45	3.5	1.01	62.8	2.2	17.8	20.0	46.7	13.3
6.	My instructor was knowledgeable about how the language is currently used.	45	3.9	1.20	71.7	4.4	13.3	11.1	33.3	37.8
7.	The instructor encouraged students to speak in the target language.	45	4.2	0.98	78.9	2.2	6.7	6.7	42.2	42.2

Table E39: Initial Acquisition Language Training.

Answer the following about the curriculum...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
8.	The primary emphasis of the curriculum was on the formal language.	45	4.0	0.92	74.4	2.2	6.7	8.9	55.6	26.7
9.	The curriculum included slang and/or street language.	44	2.4	0.78	34.7	9.1	52.3	29.5	9.1	-
10.	The materials used in training were free from error.	44	2.5	1.11	38.1	20.5	31.8	25.0	20.5	2.3
11.	The curriculum included instruction and practice in all four skill modalities (i.e. reading, writing, speaking, and listening).	45	3.6	1.13	65.6	6.7	13.3	8.9	53.3	17.8
12.	The curriculum covered the vocabulary necessary for my job and missions.	45	2.7	1.18	42.8	17.8	28.9	22.2	26.7	4.4
13.	The curriculum was pre-packaged and not customized to SOF.	45	3.6	1.07	65.6	4.4	11.1	22.2	42.2	20.0
14.	The course would have been more effective if we had covered less content in more detail.	43	3.3	0.98	57.0	4.7	14.0	39.5	32.6	9.3

Table E40: Sustainment/Enhancement Language Training.

Directions: Answer the following questions about your sustainment/enhancement language training in your official or required language.		
1. What was the source of your sustainment/enhancement language training?	N	Percentage
DLI (at Monterey, California)	3	11.1
Unit/Command Language Program (CLP)	21	77.8
Self-study	2	7.4
Other	1	3.7
2. What was the instructional mode of your sustainment/enhancement language training?	N	Percentage
Language Lab	15	53.6
Immersion	1	3.6
Classroom (DLI/Unit)	9	32.1
Language days/activities	1	3.6
Tutoring	1	3.6
Informal	1	3.6
3. Did you have an instructor for your sustainment/enhancement language training?	N	Percentage
Yes	23	82.1
No	5	17.9

Table E41: Sustainment/Enhancement Language Training.

Answer the following about your instructor(s)...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4.	My instructor was effective in preparing me to use my language skills.	22	4.0	0.84	73.9	-	4.5	22.7	45.5	27.3
5.	It was clear that the instructor incorporated SOF considerations in his/her teaching objectives (e.g. mission language requirements).	22	3.4	1.09	59.1	4.5	18.2	27.3	36.4	13.6
6.	My instructor utilized current examples from TV, movies, radio, magazines, and newspapers to teach the language.	21	4.0	0.92	73.8	-	9.5	14.3	47.6	28.6
7.	My instructor was knowledgeable about how the language is currently used.	22	4.3	0.94	81.8	4.5	-	4.5	45.5	45.5
8.	The instructor encouraged students to speak in the target language.	22	4.4	0.67	85.2	-	-	9.1	40.9	50.0

Table E42: Sustainment/Enhancement Language Training.

Answer the following about the curriculum...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
9.	The primary emphasis of the curriculum was on the formal language.	27	3.6	0.93	64.8	-	18.5	14.8	55.6	11.1
10.	The curriculum included slang and/or street language.	27	3.1	1.12	52.8	3.7	33.3	22.2	29.6	11.1
11.	The materials used in training were free from error.	26	3.2	1.07	55.8	7.7	19.2	19.2	50.0	3.8
12.	The curriculum included instruction and practice in all four skill modalities (i.e. reading, writing, speaking, and listening).	26	3.6	1.10	65.4	3.8	15.4	15.4	46.2	19.2
13.	The curriculum covered the vocabulary necessary for my job and missions.	27	3.2	1.22	55.6	3.7	33.3	18.5	25.9	18.5
14.	The curriculum was pre-packaged and not customized to SOF.	27	3.2	1.25	55.6	7.4	29.6	11.1	37.0	14.8
15.	The course would have been more effective if we had covered less content in more detail.	26	3.2	0.88	53.8	3.8	15.4	46.2	30.8	3.8

Table E43: Immersion Training.

Directions: When answering these questions, think about the most recent immersion training that you have had.		
1. How many weeks was your immersion training?	N	Percentage
0-2 weeks	2	14.3
3-4 weeks	5	35.7
5-6 weeks	4	28.6
7-10 weeks	1	7.1
11-20 weeks	2	14.3
3. What kind of immersion training was it?	N	Percentage
Iso-immersion (i.e., CONUS)	4	26.7
Immersion training (i.e., OCONUS)	11	73.3

Table E44: Immersion Training.

4. What language were you studying during immersion training?	N	Percentage
French	2	13.3
German	3	20.0
Korean	2	13.3
Modern Standard Arabic	3	20.0
Persian-Farsi	1	6.7
Polish	2	13.3
Spanish	1	6.7
Thai	1	6.7

Table E45: Immersion Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
5.	My language proficiency improved as a result of immersion training.	16	4.5	0.73	87.5	-	-	12.5	25.0	62.5
6.	I would have benefited more from immersion training if my initial proficiency was higher.	16	3.3	1.34	56.3	12.5	18.8	18.8	31.3	18.8
7.	Immersion training is the most effective way to acquire language skills.	16	4.8	0.58	93.8	-	-	6.3	12.5	81.3
8.	I think that OCONUS immersion training is a boondoggle.	16	1.5	0.73	12.5	62.5	25.0	12.5	-	-

Table E46: Training Effectiveness on Deployment.

Directions: answer the following questions related to your most recent training experience in which you were deployed in that language after training (i.e. took a course and deployed)		
1. Please indicate your most recent training experience in which you were deployed in that language after training:	N	Percentage
Initial acquisition language training	47	48.0
Sustainment/enhancement training in official or required AOR language	40	40.8
Pre-deployment training in language outside AOR (e.g., GWOT language)	11	11.2

Table E47: Training Effectiveness on Deployment.

Directions: Answer the following questions related to your most recent training experience in which you were deployed in that language after training (i.e. took a course and deployed).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2.	The language training I received prepared me for situations that I commonly encountered while deployed or on the mission.	93	2.9	1.25	47.0	15.1	29.0	18.3	28.0	9.7
3.	As a result of language training, I had no problem(s) speaking with local people, asking directions, giving commands, and reserving lodging.	93	2.7	1.30	43.3	23.7	21.5	21.5	24.7	8.6
4.	As a result of language training, I had no problem(s) building rapport/trust with local people.	92	3.0	1.22	49.5	13.0	25.0	223.9	27.2	10.9
5.	As a result of language training, I had no problem (s) reading street signs, warning markers, graffiti, important documents, and news.	90	3.1	1.23	51.7	13.3	18.9	27.8	27.8	12.2
6.	As a result of language training, I had no problem(s) listening to local people, answering their questions, and following local news programs.	92	2.6	1.20	40.8	20.7	28.3	25.0	19.6	6.5
7.	While deployed, I encountered situations where I felt that more substantial language training should have been required.	93	4.0	1.12	73.9	5.4	6.5	12.9	37.6	37.6

Table E48: Training Effectiveness on Deployment.

Directions: Answer the following questions related to your most recent training experience in which you were deployed in that language after training (i.e. took a course and deployed).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
8.	I was taught in the most up-to-date form of the language (i.e. how the language is currently used).	91	2.9	1.18	48.4	13.2	25.3	24.2	29.7	7.7
9.	While deployed, I found that I received incorrect information during language training.	87	2.6	1.03	40.2	13.8	34.5	32.2	16.1	3.4

Table E49: General Attitudes toward Language Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I believe that official language training is essential for success on the job.	120	3.8	1.53	70.4	18.3	5.0	2.5	25.0	49.2
2.	I do not believe the official language training focuses on the language skills and mission situations important to SOF.	119	3.3	1.10	58.4	5.9	17.6	26.9	36.1	13.4
3.	I would sacrifice some of the training allocated to my SOF skills training (e.g. weapons training) to shift to language proficiency.	118	2.8	1.31	46.2	17.5	30.5	11.0	30.5	10.2
4.	I do not put much effort into language training.	118	2.5	1.15	37.7	20.3	35.6	22.0	16.9	5.1
5.	I want to succeed in language training so that I will do well on missions.	119	4.3	0.74	81.9	-	2.5	9.2	46.2	42.0
6.	I am motivated to succeed in language training because I want to receive FLPP.	116	3.1	1.18	52.4	10.3	21.6	28.4	27.6	12.1
7.	I am motivated to succeed in language training because I am accountable to my team for my language abilities.	117	3.9	1.11	72.9	5.1	8.5	9.4	43.6	33.3
8.	I would be more motivated to perform well in language training if it was a criteria for promotions or would be used in future decisions about my job.	119	3.0	1.32	50.2	14.3	26.1	21.0	21.8	16.8
9.	Language training will make a good addition to my resume.	119	3.6	1.06	66.0	5.9	7.6	22.7	44.5	19.3
10.	My chain of command cares about my language proficiency.	119	2.8	1.26	43.9	21.0	22.7	23.5	25.2	7.6

Table E50: Attitudes toward Immersion Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
11.	I am often pulled out of language training for non-critical details.	94	3.5	1.11	63.0	4.3	14.9	26.6	33.0	21.3
12.	My chain of command will make the sacrifices necessary to ensure that I sustain my language proficiency.	117	2.4	1.00	34.2	23.1	30.8	33.3	12.0	0.9
13.	Maintaining proficiency in my core SOF skills does not leave time for maintaining appropriate language proficiency.	113	3.2	1.19	55.3	7.1	25.7	21.2	31.0	15.0
14.	With the current OPTEMPO, sustainment/enhancement training in my official language is impossible.	114	3.5	1.13	63.2	5.3	14.9	21.9	37.7	20.2
15.	I would put more effort into language training if the resources were more accessible.	115	3.6	1.07	65.2	2.6	15.7	21.7	38.3	21.7
16.	Selection for OCONUS immersion training is fair.	110	2.5	1.12	38.4	24.5	19.1	38.2	14.5	3.6
18.	OCONUS immersion training should occur regularly as part of sustainment/enhancement training.	116	4.3	0.86	83.4	0.9	3.4	10.3	31.9	53.4
19.	OCONUS immersion training is used (viewed) as a motivating reward rather than for skill enhancement.	112	3.5	1.08	63.2	5.4	9.8	31.3	33.9	19.6
20.	My command thinks that OCONUS immersion training is a boondoggle.	107	3.6	1.03	65.7	1.9	8.4	42.1	20.6	27.1
21.	CONUS iso-immersion is equally as effective as OCONUS immersion.	108	2.3	1.06	33.3	27.8	25.0	36.1	8.3	2.8

Table E51: Technology-Delivered Training.

Directions: Answer the following questions regarding your opinions and experiences with technology.		
1. Have you ever used technology-delivered training (Examples: Computer based training, video teleconferencing, distance/distributive learning, self-paced language learning software, etc.)?	N	Percentage
Yes	68	76.4
No	21	23.6

Table E52: Technology-Delivered Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2.	I believe that classroom training is more useful than technology-delivered training (TDT) for the initial acquisition of a language.	90	3.9	0.94	73.6	1.1	6.7	20.0	41.1	31.1
3.	I would be likely to use TDT options if they were available.	87	3.4	0.98	60.9	5.7	11.5	23.0	52.9	6.9
4.	I believe that TDT means that I will be completing training on my own time/ at home (e.g. not duty time).	90	3.6	0.99	65.3	3.3	11.1	22.2	47.8	15.6
5.	I believe that TDT is used most effectively when supplementing classroom instruction.	89	4.0	0.73	75.3	1.1	1.1	15.7	59.6	22.5
6.	I would be more likely to use TDT if it was scheduled (i.e., on duty time) versus when it is on my own time (i.e., not duty time).	90	3.8	1.06	71.1	3.3	8.9	17.8	40.0	30.0
7.	I believe that TDT is an effective way to learn language skills.	89	3.0	1.03	49.4	11.2	19.1	31.5	37.1	1.1
8.	I believe that TDT is an effective way to sustain/enhance my language skills.	87	3.5	0.99	63.5	8.0	5.7	16.1	64.4	5.7
9.	I believe that TDT is only effective when trainees are motivated.	89	3.9	0.96	71.3	2.2	7.9	16.9	48.3	24.7
10.	I have heard of the SOFTS (Special Operations Forces Training System) program where SOF personnel can take a class with a live instructor over the internet using PC-based tele-conferencing.	84	1.9	0.99	23.2	41.7	33.3	16.7	7.1	1.2
11.	I would participate in SOFTS if I had the opportunity.	89	3.5	0.93	61.8	3.4	9.0	36.0	40.4	11.2

Table E53: Technology-Delivered Training.

I am more likely to use TDT rather than face-to-face (i.e. classroom) instruction because TDT...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
12.	Provides the convenience of working at home.	90	2.8	1.12	44.2	15.6	27.8	23.3	31.1	2.2
13.	Allows you to complete training at your own pace.	89	3.1	1.14	52.5	13.5	14.6	24.7	42.7	4.5
14.	Reduces external pressures such as live instructors or peers.	88	2.5	1.13	36.6	22.7	34.1	19.3	21.6	2.3

Table E54: Technology-Delivered Training.

Directions: Answer the following questions regarding your opinions and experiences with technology.		
15. Have you ever used machine language translation (MLT) devices (Example: Phraselator or Voice Response Translator (VRT))?	N	Percentage
Yes	11	12.8
No	75	87.2
16. Have you ever used the Phraselator?	N	Percentage
Yes	9	10.0
No	81	90.0
17. Have you ever used the VRT?	N	Percentage
Yes	3	3.3
No	87	96.7
18. Have you ever used S-Minds?	N	Percentage
Yes	1	1.1
No	87	98.9

Table E55: Technology-Delivered Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
19.	I believe that MLT is an effective way to communicate.	51	2.5	0.86	36.3	19.6	19.6	56.9	3.9	-
20.	I believe that MLT is effective for the SOF core tasks I conduct that require language capability.	50	2.5	0.84	38.0	16.0	22.0	56.0	6.0	-
21.	I believe that MLT shows promise for the future.	54	2.9	0.96	46.3	13.0	14.8	46.3	25.9	-
22.	I believe that MLT cannot replace language trained operators.	60	4.1	1.10	76.7	5.0	-	26.7	20.0	48.3

Table E56: Organizational Climate and Support.

Directions: Answer the following questions regarding organizational climate and support.							
Rate your command on how well it does on each of the following:		N	Percentage (%) of Responses				
			A (Excellent)	B (Above Average)	C (Average)	D (Below Average)	F (Fail)
1.	Allocating duty hours/weeks to language training or language practice.	114	5.3	6.1	25.4	27.2	36.0
2.	Encouraging the use of your language during non-language training.	114	2.6	6.1	30.7	22.8	37.7
3.	Placing command emphasis on language proficiency.	114	6.1	14.0	27.2	24.6	28.1
4.	Providing support to help you acquire and maintain enough proficiency to qualify for FLPP.	114	4.4	5.3	31.6	21.1	37.7
5.	Providing recognition and awards related to language.	114	1.8	4.4	15.8	31.6	46.5
6.	Providing language learning materials.	115	7.8	19.1	34.8	21.7	16.5
7.	Ensuring quality language instruction is available.	115	8.7	14.8	29.6	27.0	20.0
8.	Ensuring pre-deployment training is available.	115	8.7	7.8	25.2	30.4	27.8
9.	Placing command emphasis on taking the DLPT on time.	115	47.0	17.4	22.6	5.2	7.8
10.	Finding ways to increase time for language training.	115	3.5	3.5	25.2	28.7	39.1
11.	Ensuring that personnel in language training are not pulled for non-critical details.	114	4.4	4.4	36.8	23.7	30.7

Table E57: Language and Attrition.

Directions: Answer the following questions regarding language and its relation to attrition.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I intend to leave SOF if I am unable to get the language training I need.	115	1.6	0.87	15.2	58.3	27.8	9.6	3.5	0.9
2.	I have considered leaving SOF to pursue a job in the civilian world where my language skills will be highly compensated.	118	2.3	1.36	32.6	37.3	29.7	7.6	16.1	9.3
3.	My decision to re-enlist in SOF is based in part on issues relating to language proficiency and language training.	111	1.9	1.10	22.7	45.9	31.5	12.6	5.4	4.5
4.	I intend to leave SOF if language requirements are increased.	117	1.7	0.89	16.9	53.8	29.9	12.8	1.7	1.7
5.	I am likely to re-enlist in SOF.	103	3.8	1.17	70.9	4.9	9.7	19.4	29.1	36.9

Table E58: Demographics.

To which military branch of service are you assigned?	N	Percentage
Air Force	-	-
Army	120	100.0
Navy	-	-
Have you been deployed with a SOF Unit in the past four (4) years?	N	Percentage
Yes	105	87.5
No	15	12.5
How many years of total service in SOF do you have?	N	Percentage
Less than one year	4	3.3
1-4 years	21	17.5
5-8 years	27	22.5
9-12 years	12	10.0
12-16 years	28	23.3
17-20 years	14	11.7
More than 20 years	14	11.7
How long have you been working in your current job?	N	Percentage
Less than one year	18	15.0
1-4 years	64	53.3
5-8 years	16	13.3
9-12 years	12	10.0
12-16 years	4	3.3
17-20 years	4	3.3
More than 20 years	2	1.7

Table E59: Demographics.

What is your current official or required language?	N	Percentage
Cambodian (Khmer)	1	0.8
Chinese-Mandarin	2	1.6
French	15	12.3
German	11	9.0
Indonesian	2	1.6
Korean	5	4.1
Modern Standard Arabic	16	13.1
Persian-Farsi	5	4.1
Polish	3	2.5
Portuguese (Brazilian)	4	3.3
Russian	9	7.4
Serbian-Croatian	2	1.6
Spanish	37	30.3
Tagalog (Filipino)	1	0.8
Thai	6	4.9
Turkish	1	0.8
Miscellaneous CAT III	2	1.6

Table E60: Demographics.

What other languages are you proficient in besides your current official or required language?	N	Percentage
Cambodian (Khmer)	1	1.2
Dari	1	1.2
French	8	9.4
German	11	12.9
Korean	2	2.4
Modern Standard Arabic	2	2.4
Pashtu	2	2.4
Polish	1	1.2
Portuguese (Brazilian)	14	16.5
Russian	6	7.1
Serbian-Croatian	1	1.2
Spanish	18	21.2
Tagalog (Filipino)	2	2.4
Thai	4	4.7
Urdu	1	1.2
Vietnamese	1	1.2
Japanese	1	1.2
Italian	1	1.2
Miscellaneous CAT I	3	3.5
Miscellaneous CAT II	1	1.2
Miscellaneous CAT III	4	4.7

Table E61: Demographics.

How long have you been deployed in the last 12 months?	N	Percentage
Have not been deployed	33	27.5
1-2 months	8	6.7
3-4 months	20	16.7
5-6 months	20	16.7
More than 6 months	39	32.5
How many times have you been deployed on exercises or operations in your AOR? Include all deployments during your career.	N	Percentage
Have not been deployed	12	10.1
1-2 times	17	14.3
3-4 times	8	6.7
5-6 times	7	5.9
More than 6 times	75	63.0
How many times have you been deployed on exercises or operations outside of your AOR? Include all deployments during your career.	N	Percentage
Have not been deployed	24	20.3
1-2 times	46	39.0
3-4 times	18	15.3
5-6 times	10	8.5
More than 6 times	20	16.9

Table E62: Demographics.

Which operator type best describes you?	N	Percentage
SF AC	120	100.0

Table E63: Demographics.

What is your grade?	N	Percentage
E4	1	0.9
E5	2	1.7
E6	22	19.1
E7	45	39.1
E8	20	17.4
E9	3	2.6
WO-01	4	3.5
WO-02	2	1.7
WO-03	3	2.6
WO-04	2	1.7
O-3	7	6.1
O-4	1	0.9
O-5	1	0.9
O-6	2	1.7

Table E64: Demographics.

Are you currently on active duty?	N	Percentage
Yes	117	98.3
No	2	1.7
Are you a member of the Reserves/National Guard?	N	Percentage
Yes	1	0.8
No	118	99.2

Appendix F: Findings for Special Forces Reserve Component²⁸²

²⁸² This group includes individuals who indicated SF RC as their SOF personnel type.

Table F1: General Language Requirements.

1. Think about the use of street dialect (e.g. blue-collar/slang) in conversation with people in the deployment location. Example: Asking for directions from or giving important instructions to the typical person you encounter while deployed.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you use this street dialect?	38	3.4	1.29	60.5	7.9	18.4	23.7	23.7	26.3
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is street dialect to completing SOF core tasks?	38	3.6	1.10	65.1	2.6	10.5	39.5	18.4	28.9

Table F2: General Language Requirements.

2. Think about giving commands in a direct action scenario in the deployment language. Example: "Get down!" or "Drop the weapon!"										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you give this type of command?	38	3.4	1.24	60.5	7.9	18.4	18.4	34.2	21.1
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is giving this type of command?	38	4.2	1.05	78.9	2.6	5.3	15.8	26.3	50.0

Table F3: General Language Requirements.

3. Think about the use of formal language in conversation with people in the deployment location. Example: Giving a thank you speech to local country hosts or conducting business negotiations with officials.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you use this formal language?	38	3.3	1.40	57.9	15.8	10.5	26.3	21.1	26.3
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is formal language to completing SOF core tasks?	38	3.8	1.07	69.7	5.3	2.6	28.9	34.2	28.9

Table F4: General Language Requirements.

4. Think about the use of language in building rapport with people in the deployment location. Example: The initial meeting with the local militia leader.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	38	4.3	0.94	83.6	-	5.3	15.8	18.4	60.5
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	38	4.6	0.86	88.8	2.6	-	7.9	18.4	71.1

Table F5: General Language Requirements.

5. Think about the use of military or technical vocabulary in conversation with people in the deployment location. Example: Training local mechanics, policemen, or soldiers.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you use military-technical vocabulary?	38	3.7	1.16	68.4	7.9	2.6	26.3	34.2	28.9
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this vocabulary to completing SOF core tasks?	38	3.8	1.11	70.4	5.3	5.3	23.7	34.2	31.6

Table F6: General Language Requirements.

6. Think about reading in the language of the deployment country. Examples: Identifying important documents, reading signs/graffiti, and navigation.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	38	3.8	1.05	71.1	2.6	5.3	31.6	26.3	34.2
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	38	4.1	0.87	76.3	-	2.6	26.3	34.2	36.8

Table F7: General Language Requirements.

7. Think about writing in the language of the deployment country. Example: Making written arrangements (contracts) with local officials, writing an operations order, or writing a list of supplies for a local guide to purchase.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	38	2.6	1.10	40.1	13.2	39.5	28.9	10.5	7.9
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	38	2.9	1.12	48.0	2.6	42.1	31.6	7.9	15.8

Table F8: General Language Requirements.

8. Think about listening to conversations or broadcasts in the language of the deployment country. Example: Listening to conversations at a café or a radio broadcast to determine local support for your presence.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	38	3.8	1.09	69.7	2.6	10.5	23.7	31.6	31.6
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	38	4.0	0.96	75.0	-	7.9	21.1	34.2	36.8

Table F9: General Language Requirements.

9. Which statement best describes the level of language proficiency ideal for your typical tasks and duties?	N	Percentage
None	2	5.3
Asking directions; reading street signs or a map; giving basic commands; using simple common courtesy phrases and questions ("tourist guide" phrases); limited knowledge of the culture.	3	7.9
Asking and responding to questions beyond the standard "tourist guide" phrases; limited conversation/dialogue; listening and understanding the typical radio/TV broadcasts or conversation; getting the gist of newspaper headlines or articles; working knowledge and understanding of the culture.	10	26.3
Extended dialogue/conversation on a variety of topics; reading important documents or the local newspaper with a good understanding; listening and understanding most conversations or broadcasts; and ability to understand culturally appropriate humor and metaphors.	16	42.1
Negotiations; persuading others with complex issues or thoughts; writing contracts or complex messages; reading very sophisticated or technical materials; complete comprehension of conversations and broadcasts; confidence in all levels of conversation; and ability to use culturally appropriate humor and metaphors.	7	18.4

Table F10: Mission-based Language Requirements.

1. What was your primary SOF core task on this deployment?	N	Percentage
Direct Action (DA)	4	10.5
Special Reconnaissance (SR)	5	13.2
Unconventional Warfare (UW)	14	36.8
Foreign Internal Defense (FID)	9	23.7
Counterterrorism (CT)	2	5.3
Information Operations (IO)	1	2.6
Miscellaneous Intelligence (Intel.)	2	5.3
Other	1	2.6
2. Was this mission inside or outside your AOR?	N	Percentage
Inside AOR	10	26.3
Outside AOR	28	73.7

Table F11: Mission-based Language Requirements.

3. Which statements best describes the level of language proficiency ideal for you tasks and duties on this mission?	N	Percentage
None	5	13.2
Asking directions; reading street signs or a map; giving basic commands; using simple common courtesy phrases and questions ("tourist guide" phrases); limited knowledge of the culture.	3	7.9
Asking and responding to questions beyond the standard "tourist guide" phrases; limited conversation/dialogue; listening and understanding the typical radio/TV broadcasts or conversation; getting the gist of newspaper headlines or articles; working knowledge and understanding of the culture.	14	36.8
Extended dialogue/conversation on a variety of topics; reading important documents or the local newspaper with a good understanding; listening and understanding most conversations or broadcasts; and ability to understand culturally appropriate humor and metaphors.	11	28.9
Negotiations; persuading others with complex issues or thoughts; writing contracts or complex messages; reading very sophisticated or technical materials; complete comprehension of conversations and broadcasts; confidence in all levels of conversation; and ability to use culturally appropriate humor and metaphors	5	13.2
4. Which of the following language-related tasks were required for this mission?	N	Percentage
Topic specific instruction; teaching a class on how to employ and maintain equipment, teaching tactics, explaining the role and function of staff personnel.	1	2.6
Establishing and building rapport and some level of trust with a political or military figure.	2	5.3
Both a and b	31	81.6
Neither a and b	4	10.5
5. How long were you deployed in this country?	N	Percentage
Less than 3 months	5	13.2
3 – 6 months	10	26.3
6 – 12 months	21	56.3
Over 12 months	2	5.3

Table F12: Mission-based Language Requirements.

How much did the mission require you to use the following in the deployment language?		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Always
6.	Military-specific language	37	3.3	1.03	58.1	8.1	10.8	27.0	48.6	5.4
7.	Formal language	37	2.9	1.10	47.3	10.8	27.0	29.7	27.0	5.4
8.	Slang/street language	37	3.1	1.23	53.4	8.1	27.0	24.3	24.3	16.2
9.	Local dialect	36	3.4	1.38	59.0	11.1	22.2	11.1	30.6	25.0
10.	Speaking skills	36	3.8	1.18	68.8	5.6	11.1	16.7	36.1	30.6
11.	Listening skills	37	3.9	1.23	73.0	5.4	13.5	5.4	35.1	40.5
12.	Reading skills	37	2.7	1.00	42.6	10.5	32.4	35.1	18.9	2.7
13.	Writing skills	37	2.2	0.99	29.1	24.3	48.6	16.2	8.1	2.7
14.	Job aids (Example: note cards or Kwikpoint, but not interpreters)	36	2.2	1.28	29.9	44.4	13.9	25.0	11.1	5.6
15.	Interpreters	38	4.1	1.23	78.3	5.3	7.9	13.2	15.8	57.9

Table F13: Mission-based Language Requirements.

Please rate the following on a scale of Strongly Disagree to Strongly Agree		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
16.	I was well prepared for this deployment in terms of language and cultural understanding.	37	2.2	1.40	29.1	45.9	24.3	8.1	10.8	10.8
17.	I used my language skills frequently while on this deployment.	35	3.4	1.63	60.0	22.9	8.6	14.3	14.3	40.0

Table F14: Mission-based Language Requirements.

How important do you believe language proficiency is for...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Not Important	Low Importance	Important	High Importance	Critical
18.	Building rapport/trust	38	4.4	0.80	86.2	-	2.6	10.5	26.3	60.5
19.	Training or teaching others	38	3.8	0.99	69.7	-	13.2	21.1	39.5	26.3
20.	Reducing need for interpreters/translators	37	4.0	1.01	75.7	2.7	5.4	16.2	37.8	37.8
21.	Logistics (i.e. saving time or convenience in getting things done)	38	3.5	0.86	63.2	-	13.2	31.6	44.7	10.5
22.	Timely identification of important documents	38	4.0	1.00	74.3	-	10.5	18.4	34.2	36.8
23.	Giving basic commands	38	4.0	0.99	75.0	-	7.9	23.7	28.9	39.5
24.	Discrete eavesdropping	38	4.0	1.13	75.7	-	15.8	13.2	23.7	47.4
25.	Increasing situational awareness	38	4.3	0.94	83.6	-	5.3	15.8	18.4	60.5
26.	Maintaining control in hostile confrontations	37	4.2	1.00	79.7	-	8.1	16.2	24.3	51.4
27.	Persuading people to provide sensitive information	38	4.1	1.06	76.3	2.6	5.3	21.1	26.3	44.7
28.	Negotiations	37	3.9	0.99	72.3	2.7	5.4	21.6	40.5	29.7

Table F15: Use of Interpreters.

1. Have you used an interpreter on a mission in the past four years?	N	Percentage
Yes	34	89.5
No	4	10.5

Table F16: Use of Interpreters.

Directions: Answer the following questions about your experiences with interpreters on your missions. Think about this across all of your deployments inside and outside your AOR (i.e., your unit's normal area of responsibility).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
1.	How often do you use CAT I interpreters (i.e. Local hire, indigenous personnel, not vetted; OR a US citizen, not vetted)?	34	4.3	1.09	82.4	2.9	2.9	20.6	8.8	64.7
2.	How often do you use CAT II/III interpreters (i.e. US citizen with a secret OR top secret clearance)?	33	2.8	1.48	46.2	24.2	21.2	21.2	12.1	21.2

Table F17: Use of Interpreters.

Directions: Answer the following questions about your experiences with interpreters on your missions. Think about this across all of your deployments inside and outside your AOR (i.e., your unit's normal area of responsibility).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3.	If I were more proficient in my current or official language, I would be less likely to rely on interpreters.	34	4.4	1.05	85.3	5.9	-	5.9	23.5	64.7
4.	In my experiences, I have observed situations where interpreters have compromised the mission outcome.	33	3.8	1.21	70.5	6.1	6.1	27.3	21.2	39.4
5.	I use interpreters only when advanced/high levels of proficiency are required.	34	3.0	1.29	49.3	11.8	32.4	17.6	23.5	14.7
6.	It would have been useful to receive training on using interpreters prior to deployment.	34	3.6	0.81	66.2	-	11.8	20.6	58.8	8.8
7.	Interpreters are essential for carrying out missions.	34	3.7	0.99	68.4	2.9	8.8	20.6	47.1	20.6
8.	I feel our unit is too dependent on interpreters.	34	4.1	1.02	78.7	-	8.8	17.6	23.5	50.0
9.	My unit frequently uses interpreters when deployed inside the normal AOR.	34	3.4	1.28	61.0	8.8	20.6	8.8	41.2	20.6
10.	I can be as effective on my missions without an interpreter.	34	2.1	1.08	28.7	32.4	35.3	20.6	8.8	2.9
11.	In my experience, most interpreters were trustworthy.	34	3.0	1.04	50.0	8.8	23.5	29.4	35.3	2.9
12.	In my experience, most interpreters were competent.	34	3.4	1.04	58.8	5.9	17.6	17.6	52.9	5.9

Table F18: Outside AOR Deployment.

1. Have you been deployed out of your unit's normal Area of Responsibility (AOR) in the past four years?	N	Percentage
Yes	34	89.5
No	4	10.5

Table F19: Outside AOR Deployment.

Directions: Answer these questions according to your most recent deployment outside of your unit's AOR or normal area of responsibility (e.g., GWOT mission).		
1. Which statement best describes the level of language proficiency ideal for you tasks and duties on this mission?	N	Percentage
None	3	9.1
Asking directions; reading street signs or a map; giving basic commands; using simple common courtesy phrases and questions ("tourist guide" phrases); limited knowledge of the culture.	5	15.2
Asking and responding to questions beyond the standard "tourist guide" phrases; limited conversation/dialogue; listening and understanding the typical radio/TV broadcasts or conversation; getting the gist of newspaper headlines or articles; working knowledge and understanding of the culture.	9	27.3
Extended dialogue/conversation on a variety of topics; reading important documents or the local newspaper with a good understanding; listening and understanding most conversations or broadcasts; and ability to understand culturally appropriate humor and metaphors.	10	30.3
Negotiations; persuading others with complex issues or thoughts; writing contracts or complex messages; reading very sophisticated or technical materials; complete comprehension of conversations and broadcasts; confidence in all levels of conversation; and ability to use culturally appropriate humor and metaphors.	6	18.2
2. Which of the following language-related tasks were required for this mission?	N	Percentage
Topic specific instruction; teaching a class on how to employ and maintain equipment, teaching tactics, explaining the role and function of staff personnel.	1	3.0
Establishing and building rapport and some level of trust with a political or military figure.	4	12.1
Both a and b	23	69.7
Neither a and b	5	15.2

Table F20: Outside AOR Deployment.

Directions: Answer these questions according to your most recent deployment outside of your unit's AOR or normal area of responsibility (e.g., GWOT mission).		
3. How long were you deployed in this country?	N	Percentage
Less than 3 months	1	3.0
3 – 6 months	10	30.3
6 – 12 months	21	63.6
Over 12 months	1	3.0

Table F21: Outside AOR Deployment.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4.	I was able to meet the language-related requirements of this mission.	33	2.1	1.14	26.5	42.4	24.2	21.2	9.1	3.0
5.	While on this deployment, I experienced language-related issues or deficiencies.	33	4.4	0.99	84.1	3.0	3.0	9.1	24.2	60.6
6.	My proficiency in my official or required language suffered because of this deployment.	31	3.4	1.11	58.9	3.2	25.8	16.1	41.9	12.9
7.	I am confident that I will be able to regain my previous proficiency in my official or required language.	32	4.0	1.12	74.2	3.1	6.3	25.0	21.9	43.8
8.	Prior to deployment, I was proficient in the language required.	31	2.6	1.56	40.3	35.5	19.4	12.9	12.9	19.4

Table F22: Outside AOR Deployment.

1. I received pre-deployment language training?	N	Percentage
Yes	2	6.1
No	31	93.9

Table F23: Use of Interpreters Outside AOR Deployment.

1. Have you used an interpreter on a mission in the past four years?	N	Percentage
Yes	29	87.9
No	4	12.1

Table F24: Use of Interpreters Outside AOR Deployment.

1. What type of interpreter was used for this mission?	N	Percentage
CAT I (i.e., Local hire indigenous personnel, not vetted; OR a US citizen not vetted)	20	69.0
CAT II / CAT III (i.e., US citizen with a secret OR top secret clearance)	6	20.7
Both CAT I and CAT II/III	3	10.3

Table F25: Use of Interpreters Outside AOR Deployment.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2.	Using interpreter(s) was essential for carrying out this mission.	29	4.6	0.73	89.7	-	3.4	3.4	24.1	69.0
3.	I could have been as effective on this mission without using interpreter(s).	29	1.6	0.82	14.7	55.2	37.9	-	6.9	-
4.	The interpreter(s) that I used on this mission was (were) trustworthy.	29	3.6	0.98	64.7	-	20.7	13.8	51.7	13.8
5.	The interpreter(s) that I used on this mission was (were) competent.	29	3.8	0.95	69.0	-	13.8	17.2	48.3	20.7
6.	I feel that during this mission, I was too dependent on interpreters.	29	4.2	0.98	80.2	-	6.9	17.2	24.1	51.7
7.	My unit frequently uses interpreters when outside the normal AOR.	29	4.6	0.63	88.8	-	-	6.9	31.0	62.1

Table F26: Beliefs about Proficiency.

Directions: Respond to the following items based on your skills related to your official or required language.		
1. Do you have any level of proficiency in a language other than English?	N	Percentage
Yes	43	89.6
No	5	10.4

Table F27: Beliefs about Proficiency.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Always
2.	I feel confident in my ability to use military terminology in the language required by my AOR assignment.	48	3.0	1.09	51.0	6.3	29.2	27.1	29.2	8.3
3.	I feel confident in my ability to satisfy minimum courtesy requirements and maintain very simple face-to-face conversations on familiar topics in the language required by my AOR assignment.	48	3.9	1.21	71.9	2.1	16.7	16.7	20.8	43.8
4.	I feel confident in my ability to participate in informal conversations on practical, social, and professional topics in the language required by my AOR assignment.	48	3.4	1.31	59.4	8.3	20.8	22.9	20.8	27.1

Table F28: Official Language Testing.

1. Have you taken the Defense Language Proficiency Test (DLPT) in the past four years?	N	Percentage
Yes	32	74.4
No	11	25.6
2. Are you currently required to take the DLPT annually?	N	Percentage
Yes	20	64.5
No	11	35.5

Table F29: Official Language Testing.

3. What is your current official or required AOR language?	N	Percentage
French	3	9.4
German	1	3.1
Indonesian	1	3.1
Korean	2	6.3
Modern Standard Arabic	2	6.3
Russian	1	3.1
Spanish	15	46.9
Tagalog (Filipino)	1	3.1
Thai	3	9.4
Urdu	1	3.4
Miscellaneous CAT III	1	3.1
Miscellaneous CAT IV	1	3.1

Table F30: Official Language Testing.

4. When was the last time that you took the DLPT in your current official or required AOR language?	N	Percentage
2004	3	9.7
2003	16	51.6
2002	6	19.4
2001	5	16.1
Prior to 2001	1	3.2
5. What is your level of proficiency in your current official or required AOR language according to your most recent DLPT score? (Listening)	N	Percentage
0	-	-
0+	8	25.8
1	6	19.4
1+	6	19.4
2	1	3.2
2+	4	12.9
3	6	19.4
6. What is your level of proficiency in your current official or required AOR language according to your most recent DLPT score? (Reading)	N	Percentage
0	-	-
0+	2	6.5
1	8	25.8
1+	5	16.1
2	4	12.9
2+	4	12.9
3	8	25.8

Table F31: Official Language Testing.

5. Have you ever taken an Oral Proficiency Interview (OPI)?	N	Percentage
Yes	12	37.5
No	20	62.5

Table F32: Official Language Testing.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
6.	The content of the DLPT is clearly related to what I do during deployment.	32	2.7	1.15	41.4	18.8	28.1	25.0	25.0	3.1
7.	My DLPT scores accurately reflect my ability to use language while on the job.	32	2.7	1.37	43.0	25.0	25.0	12.5	28.1	9.4
8.	Operators who perform well on the DLPT are more likely to successfully use language in the field.	32	3.5	1.05	63.3	3.1	15.6	21.9	43.8	15.6
9.	If my score on the DLPT is too high, my chain of command will take unfair advantage of me.	32	2.4	1.19	35.9	21.9	37.5	25.0	6.3	9.4
10.	I marked the same answer for every question on the DLPT to get it over with quickly.	31	1.2	0.43	5.6	77.4	22.6	-	-	-
11.	I have memorized the answers to the DLPT since it never changes.	30	1.4	0.81	10.0	70.0	26.7	-	-	3.3
12.	The OPI (Oral Proficiency Interview) is more related to mission performance than the DLPT.	22	3.9	0.83	71.6	-	-	40.9	31.8	27.3

Table F33: Foreign Language Proficiency Pay.

Directions: Please respond to the following items regarding Foreign Language Proficiency Pay (FLPP)		
1. Have you received Foreign Language Proficiency Pay (FLPP) in the past four years?	N	Percentage
Yes	13	31.0
No	29	69.0
2. Do you currently receive Foreign Language Proficiency Pay (FLPP)?	N	Percentage
Yes	6	14.3
No	36	85.7

Table F34: Foreign Language Proficiency Pay.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3.	FLPP motivates me to acquire new language skills during personal time.	40	3.3	1.49	57.5	17.5	15.0	17.5	20.0	30.0
4.	FLPP motivates me to maintain my current level of language skills during personal time.	40	3.2	1.44	55.6	17.5	15.0	20.0	22.5	25.0
5.	Procedures for allocating FLPP are fair.	37	2.9	1.13	46.6	16.2	16.2	37.8	24.3	5.4
6.	Procedures for receiving FLPP are straight-forward and simple.	37	2.7	1.17	43.2	18.9	21.6	32.4	21.6	5.4
7.	I believe the amount of my FLPP reflects the effort that I have put into learning or maintaining a language.	36	2.4	1.08	35.4	25.0	25.0	36.1	11.1	2.8

Table F35: Foreign Language Proficiency Pay.

8. FLPP would be more motivating if.... (check all that apply)	N	Percentage
The amounts were increased (e.g. more money).	34	70.8
It was paid for lower proficiency levels.	21	43.8
It was paid once per year as a bonus.	7	14.6
We could get FLPP for speaking proficiency.	27	56.3
The Unit would provide more resources for language training.	32	66.7
The Unit would provide more time for language training.	30	62.5
I had been trained to a higher level during initial acquisition.	25	52.1

Table F36: Language Training.

1. Indicate the military-provided training for your current, official, or required language that you have received in the PAST FOUR YEARS?	N	Percentage
Initial Acquisition Training	10	20.8
Sustainment/Enhancement Training	9	18.8
Both of the above	5	10.4
Neither of the above	24	50.0
2. Have you participated in military-provided immersion training?	N	Percentage
Yes	9	18.8
No	39	81.3
3. Have you EVER received language training paid for and/or sponsored by the military or government?	N	Percentage
Yes	32	66.7
No	16	33.3

Table F37: Initial Acquisition Language Training.

Directions: Answer the following questions about your initial acquisition language training in your official or required language.		
1. What was the source of your initial acquisition language training?	N	Percentage
DLI (at Monterey, California)	1	6.7
USAJFKSWCS	11	73.3
Unit/Command Language Program (CLP)	3	20.0
2. What was the instructional mode of your initial acquisition language training?	N	Percentage
Classroom	13	86.7
Classroom followed by immersion	1	6.7
DL (i.e., distance/distributive learning)	1	6.7

Table F38: Initial Acquisition Language Training.

Answer the following about your instructor(s)...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3.	My instructor was effective in preparing me to use my language skills.	15	4.3	0.82	83.3	-	6.7	-	46.7	46.7
4.	It was clear that the instructor incorporated SOF considerations in his/her teaching objectives (e.g. mission language requirements).	15	3.5	1.19	63.3	6.7	13.3	20.0	40.0	20.0
5.	My instructor utilized current examples from TV, movies, radio, magazines, and newspapers to teach the language.	15	4.2	1.01	80.0	6.7	-	-	53.3	40.0
6.	My instructor was knowledgeable about how the language is currently used.	15	4.6	0.63	90.0	-	-	6.7	26.7	66.7
7.	The instructor encouraged students to speak in the target language.	15	4.7	0.62	91.7	-	-	6.7	20.0	73.3

Table F39: Initial Acquisition Language Training.

Answer the following about the curriculum...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
8.	The primary emphasis of the curriculum was on the formal language.	15	3.9	0.83	71.7	-	6.7	20.0	53.3	20.0
9.	The curriculum included slang and/or street language.	15	3.1	1.25	53.3	13.3	20.0	13.3	46.7	6.7
10.	The materials used in training were free from error.	15	2.9	1.06	46.7	6.7	40.0	43.3	40.0	-
11.	The curriculum included instruction and practice in all four skill modalities (i.e. reading, writing, speaking, and listening).	15	4.0	1.07	75.0	-	13.3	13.3	33.3	40.0
12.	The curriculum covered the vocabulary necessary for my job and missions.	15	3.6	1.18	65.0	6.7	13.3	13.3	46.7	20.0
13.	The curriculum was pre-packaged and not customized to SOF.	15	3.1	1.25	53.3	6.7	33.3	13.3	33.3	13.3
14.	The course would have been more effective if we had covered less content in more detail.	14	3.1	1.03	53.6	7.1	21.4	21.4	50.0	-

Table F40: Sustainment/Enhancement Language Training.

Directions: Answer the following questions about your sustainment/enhancement language training in your official or required language.		
1. What was the source of your sustainment/enhancement language training?	N	Percentage
DLI (at Monterey, California)	-	-
Unit/Command Language Program (CLP)	14	100.0
DLI (at Washington, DC)	-	-
Self-Study	-	-
2. What was the instructional mode of your sustainment/enhancement language training?	N	Percentage
Language Lab	2	14.3
Distance Learning (DL)	1	7.1
College classes	1	7.1
Immersion	-	-
Classroom (DLI/Unit)	7	50.0
Language days/activities	1	7.1
Tutoring	2	14.3
3. Did you have an instructor for your sustainment/enhancement language training?	N	Percentage
Yes	10	71.4
No	4	28.6

Table F41: Sustainment/Enhancement Language Training.

Answer the following about your instructor(s)...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4.	My instructor was effective in preparing me to use my language skills.	9	3.6	1.13	63.9	11.1	-	22.2	55.6	11.1
5.	It was clear that the instructor incorporated SOF considerations in his/her teaching objectives (e.g. mission language requirements).	9	2.7	1.58	41.7	33.3	22.2	-	33.3	11.1
6.	My instructor utilized current examples from TV, movies, radio, magazines, and newspapers to teach the language.	10	3.7	0.95	67.5	-	20.0	-	70.0	10.0
7.	My instructor was knowledgeable about how the language is currently used.	10	4.2	0.42	80.0	-	-	-	80.0	20.0
8.	The instructor encouraged students to speak in the target language.	10	4.4	0.70	85.0	-	-	10.0	40.0	50.0

Table F42: Sustainment/Enhancement Language Training.

Answer the following about the curriculum...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
9.	The primary emphasis of the curriculum was on the formal language.	13	3.8	0.60	69.2	-	7.7	7.7	84.6	-
10.	The curriculum included slang and/or street language.	13	3.2	1.07	53.8	-	38.5	15.4	38.5	7.7
11.	The materials used in training were free from error.	13	3.3	0.75	57.7	-	15.4	38.5	46.2	-
12.	The curriculum included instruction and practice in all four skill modalities (i.e. reading, writing, speaking, and listening).	13	3.4	1.26	59.6	15.4	7.7	7.7	61.5	7.7
13.	The curriculum covered the vocabulary necessary for my job and missions.	13	3.2	1.17	55.8	7.7	23.1	15.4	46.2	7.7
14.	The curriculum was pre-packaged and not customized to SOF.	13	3.7	1.18	67.3	-	23.1	15.4	30.8	30.8
15.	The course would have been more effective if we had covered less content in more detail.	13	3.1	1.12	51.9	7.7	30.8	7.7	53.8	-

Table F43: Immersion Training.

Directions: When answering these questions, think about the most recent immersion training that you have had.		
1. How many weeks was your immersion training?	N	Percentage
0-2 weeks	2	22.2
3-4 weeks	4	44.4
5-6 weeks	-	-
7-10 weeks	1	11.1
11-20 weeks	1	11.1
21-30 weeks	1	11.1
3. What kind of immersion training was it?	N	Percentage
Iso-immersion (i.e., CONUS)	3	33.3
Immersion training (i.e., OCONUS)	6	66.7

Table F44: Immersion Training.

4. What language were you studying during immersion training?	N	Percentage
French	1	11.1
Korean	1	11.1
Modern Standard Arabic	1	11.1
Russian	1	11.1
Spanish	5	55.6

Table F45: Immersion Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
5.	My language proficiency improved as a result of immersion training.	9	3.9	0.93	72.2	-	11.1	11.1	55.6	22.2
6.	I would have benefited more from immersion training if my initial proficiency was higher.	9	3.4	0.88	61.1	-	22.2	11.1	66.7	-
7.	Immersion training is the most effective way to acquire language skills.	9	4.3	0.71	83.3	-	-	11.1	44.4	44.4
8.	I think that OCONUS immersion training is a boondoggle.	8	2.0	0.93	25.0	37.5	25.0	37.5	-	-

Table F46: Training Effectiveness on Deployment.

Directions: answer the following questions related to your most recent training experience in which you were deployed in that language after training (i.e. took a course and deployed)		
1. Please indicate your most recent training experience in which you were deployed in that language after training:	N	Percentage
Initial acquisition language training	18	48.6
Sustainment/enhancement training in official or required AOR language	11	29.7
Pre-deployment training in language outside AOR (e.g., GWOT language)	8	21.6

Table F47: Training Effectiveness on Deployment.

Directions: Answer the following questions related to your most recent training experience in which you were deployed in that language after training (i.e. took a course and deployed).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2.	The language training I received prepared me for situations that I commonly encountered while deployed or on the mission.	34	3.2	1.19	54.4	11.8	20.6	11.8	50.0	5.9
3.	As a result of language training, I had no problem(s) speaking with local people, asking directions, giving commands, and reserving lodging.	34	2.8	1.37	44.9	23.5	23.5	11.8	32.4	8.8
4.	As a result of language training, I had no problem(s) building rapport/trust with local people.	34	3.3	1.33	56.6	14.7	17.6	8.8	44.1	14.7
5.	As a result of language training, I had no problem (s) reading street signs, warning markers, graffiti, important documents, and news.	34	3.1	1.29	52.2	14.7	20.6	17.6	35.3	11.8
6.	As a result of language training, I had no problem(s) listening to local people, answering their questions, and following local news programs.	34	2.6	1.11	39.0	20.6	29.4	23.5	26.5	-
7.	While deployed, I encountered situations where I felt that more substantial language training should have been required.	34	4.1	1.07	76.5	-	14.7	8.8	32.4	44.1

Table F48: Training Effectiveness on Deployment.

Directions: Answer the following questions related to your most recent training experience in which you were deployed in that language after training (i.e. took a course and deployed).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
8.	I was taught in the most up-to-date form of the language (i.e. how the language is currently used).	34	3.1	1.24	52.2	14.7	17.6	20.6	38.2	8.8
9.	While deployed, I found that I received incorrect information during language training.	33	2.6	1.25	39.4	21.2	36.4	12.1	24.2	6.1

Table F49: General Attitudes toward Language Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I believe that official language training is essential for success on the job.	48	4.2	1.32	79.7	10.4	4.2	2.1	22.9	60.4
2.	I do not believe the official language training focuses on the language skills and mission situations important to SOF.	44	3.0	1.33	51.1	13.6	27.3	15.9	27.3	15.9
3.	I would sacrifice some of the training allocated to my SOF skills training (e.g. weapons training) to shift to language proficiency.	46	3.3	1.15	57.6	6.5	21.7	19.6	39.1	13.0
4.	I do not put much effort into language training.	47	2.4	1.08	35.1	19.1	42.6	21.3	12.8	4.3
5.	I want to succeed in language training so that I will do well on missions.	47	4.5	0.62	87.8	-	-	6.4	36.2	57.4
6.	I am motivated to succeed in language training because I want to receive FLPP.	47	3.5	1.35	62.8	8.5	19.1	17.0	23.4	31.9
7.	I am motivated to succeed in language training because I am accountable to my team for my language abilities.	45	4.3	0.85	82.8	-	6.7	4.4	40.0	48.9
8.	I would be more motivated to perform well in language training if it was a criteria for promotions or would be used in future decisions about my job.	45	3.4	1.32	59.4	11.1	15.6	22.2	26.7	24.4
9.	Language training will make a good addition to my resume.	48	4.2	0.88	80.7	2.1	-	16.7	35.4	45.8
10.	My chain of command cares about my language proficiency.	47	2.7	1.17	41.5	19.1	27.7	25.5	23.4	4.3

Table F50: Attitudes toward Immersion Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
11.	I am often pulled out of language training for non-critical details.	34	3.1	1.27	52.9	8.8	26.5	29.4	14.7	20.6
12.	My chain of command will make the sacrifices necessary to ensure that I sustain my language proficiency.	46	2.5	1.03	37.5	19.6	30.4	30.4	19.6	-
13.	Maintaining proficiency in my core SOF skills does not leave time for maintaining appropriate language proficiency.	44	2.8	0.97	45.5	4.5	40.9	25.0	27.3	2.3
14.	With the current OPTEMPO, sustainment/enhancement training in my official language is impossible.	45	3.0	1.15	51.1	8.9	31.1	11.1	44.4	4.4
15.	I would put more effort into language training if the resources were more accessible.	46	4.4	0.74	84.2	-	2.2	8.7	39.1	50.0
16.	Selection for OCONUS immersion training is fair.	42	2.6	1.11	39.3	23.8	16.7	40.5	16.7	2.4
18.	OCONUS immersion training should occur regularly as part of sustainment/enhancement training.	47	4.4	0.65	86.2	-	-	8.5	38.3	53.2
19.	OCONUS immersion training is used (viewed) as a motivating reward rather than for skill enhancement.	43	3.5	0.96	63.4	2.3	7.0	44.2	27.9	18.6
20.	My command thinks that OCONUS immersion training is a boondoggle.	39	3.7	0.88	68.6	-	2.6	46.2	25.6	25.6
21.	CONUS iso-immersion is equally as effective as OCONUS immersion.	39	2.5	1.12	37.8	23.1	25.6	30.8	17.9	2.6

Table F51: Technology-Delivered Training.

Directions: Answer the following questions regarding your opinions and experiences with technology.			
1. Have you ever used technology-delivered training (Examples: Computer based training, video teleconferencing, distance/distributive learning, self-paced language learning software, etc.)?		N	Percentage
Yes		25	86.2
No		4	13.8

Table F52: Technology-Delivered Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2.	I believe that classroom training is more useful than technology-delivered training (TDT) for the initial acquisition of a language.	32	4.1	1.07	78.1	-	12.5	12.5	25.0	50.0
3.	I would be likely to use TDT options if they were available.	32	4.0	0.74	74.2	-	6.3	9.4	65.6	18.8
4.	I believe that TDT means that I will be completing training on my own time/ at home (e.g. not duty time).	31	4.1	0.76	78.2	-	3.2	12.9	51.6	32.3
5.	I believe that TDT is used most effectively when supplementing classroom instruction.	32	4.2	0.77	78.9	-	3.1	12.5	50.0	34.4
6.	I would be more likely to use TDT if it was scheduled (i.e., on duty time) versus when it is on my own time (i.e., not duty time).	31	4.0	0.91	75.8	-	6.5	19.4	38.7	35.5
7.	I believe that TDT is an effective way to learn language skills.	32	3.3	0.97	57.8	-	28.1	18.8	46.9	6.3
8.	I believe that TDT is an effective way to sustain/enhance my language skills.	31	3.9	0.96	71.8	-	12.9	12.9	48.4	25.8
9.	I believe that TDT is only effective when trainees are motivated.	32	4.2	0.85	78.9	-	6.3	9.4	46.9	37.5
10.	I have heard of the SOFTS (Special Operations Forces Training System) program where SOF personnel can take a class with a live instructor over the internet using PC-based teleconferencing.	31	1.8	1.04	21.0	48.4	32.3	6.5	12.9	-
11.	I would participate in SOFTS if I had the opportunity.	32	4.1	0.76	76.6	-	3.1	15.6	53.1	28.1

Table F53: Technology-Delivered Training.

I am more likely to use TDT rather than face-to-face (i.e. classroom) instruction because TDT...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
12.	Provides the convenience of working at home.	31	3.3	1.19	57.3	9.7	16.1	22.6	38.7	12.9
13.	Allows you to complete training at your own pace.	31	3.5	1.12	61.3	9.7	9.7	16.1	54.8	9.7
14.	Reduces external pressures such as live instructors or peers.	31	2.8	1.17	45.2	19.4	16.1	32.3	29.0	3.2

Table F54: Technology-Delivered Training.

Directions: Answer the following questions regarding your opinions and experiences with technology.		
15. Have you ever used machine language translation (MLT) devices (Example: Phraselator or Voice Response Translator (VRT))?	N	Percentage
Yes	2	6.5
No	29	93.5
16. Have you ever used the Phraselator?	N	Percentage
Yes	2	6.3
No	30	93.8
17. Have you ever used the VRT?	N	Percentage
Yes	2	6.3
No	30	93.8
18. Have you ever used S-Minds?	N	Percentage
Yes	-	-
No	32	100.0

Table F55: Technology-Delivered Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
19.	I believe that MLT is an effective way to communicate.	18	2.8	0.73	44.4	11.1	5.6	77.8	5.6	-
20.	I believe that MLT is effective for the SOF core tasks I conduct that require language capability.	18	2.8	0.81	44.4	11.1	11.1	66.7	11.1	-
21.	I believe that MLT shows promise for the future.	19	3.1	0.91	51.3	10.5	-	68.4	15.8	5.3
22.	I believe that MLT cannot replace language trained operators.	21	3.6	1.07	65.5	4.8	-	52.4	14.3	28.6

Table F56: Organizational Climate and Support.

Directions: Answer the following questions regarding organizational climate and support.							
Rate your command on how well it does on each of the following:		N	Percentage (%) of Responses				
			A (Excellent)	B (Above Average)	C (Average)	D (Below Average)	F (Fail)
1.	Allocating duty hours/weeks to language training or language practice.	47	-	6.4	29.8	12.8	51.1
2.	Encouraging the use of your language during non-language training.	48	-	8.3	22.9	25.0	43.8
3.	Placing command emphasis on language proficiency.	48	6.3	10.4	25.0	29.2	29.2
4.	Providing support to help you acquire and maintain enough proficiency to qualify for FLPP.	48	-	12.5	22.9	29.2	35.4
5.	Providing recognition and awards related to language.	48	-	6.3	22.9	18.8	52.1
5	Providing language learning materials.	48	-	10.4	29.2	29.2	31.3
7.	Ensuring quality language instruction is available.	48	2.1	12.5	25.0	22.9	37.5
8.	Ensuring pre-deployment training is available.	48	-	10.4	20.8	37.5	31.3
9.	Placing command emphasis on taking the DLPT on time.	48	4.2	12.5	29.2	25.0	29.2
10.	Finding ways to increase time for language training.	47	-	4.3	31.9	21.3	42.6
11.	Ensuring that personnel in language training are not pulled for non-critical details.	48	2.1	8.3	43.8	16.7	29.2

Table F57: Language and Attrition.

Directions: Answer the following questions regarding language and its relation to attrition.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I intend to leave SOF if I am unable to get the language training I need.	45	2.1	1.11	27.8	31.1	44.4	13.3	4.4	6.7
2.	I have considered leaving SOF to pursue a job in the civilian world where my language skills will be highly compensated.	45	3.0	1.48	50.0	20.0	24.4	13.3	20.0	22.2
3.	My decision to re-enlist in SOF is based in part on issues relating to language proficiency and language training.	45	2.7	1.29	42.2	20.0	28.9	26.7	11.1	13.3
4.	I intend to leave SOF if language requirements are increased.	46	1.8	0.91	20.1	43.5	39.1	13.0	2.2	2.2
5.	I am likely to re-enlist in SOF.	43	4.1	1.23	77.3	7.0	2.3	20.9	14.0	55.8

Table F58: Demographics.

To which military branch of service are you assigned?	N	Percentage
Air Force	-	-
Army	48	100.0
Navy	-	-
Have you been deployed with a SOF Unit in the past four (4) years?	N	Percentage
Yes	38	79.2
No	10	20.8
How many years of total service in SOF do you have?	N	Percentage
Less than one year	2	4.2
1-4 years	8	16.7
5-8 years	9	18.8
9-12 years	6	12.5
12-16 years	9	18.8
17-20 years	6	12.5
More than 20 years	8	16.7
How long have you been working in your current job?	N	Percentage
Less than one year	5	10.4
1-4 years	19	39.6
5-8 years	12	25.0
9-12 years	5	10.4
12-16 years	2	4.2
17-20 years	2	4.2
More than 20 years	3	6.3

Table F59: Demographics.

What is your current official or required language?	N	Percentage
French	8	16.0
German	2	4.0
Indonesian	1	2.0
Korean	2	4.0
Modern Standard Arabic	5	10.0
Persian-Farsi	1	2.0
Russian	5	10.0
Spanish	18	36.0
Tagalog (Filipino)	1	2.0
Thai	5	10.0
Urdu	1	2.0
Miscellaneous CAT III	1	2.0

Table F60: Demographics.

What other languages are you proficient in besides your current official or required language?	N	Percentage
Chinese-Mandarin	3	4.8
Dari	1	1.6
French	7	11.1
German	8	12.7
Korean	2	3.2
Modern Standard Arabic	3	4.8
Pashtu	3	4.8
Persian-Farsi	2	3.2
Portuguese (Brazilian)	1	1.6
Russian	8	12.7
Serbian-Croatian	1	1.6
Spanish	11	17.5
Turkish	1	1.6
Urdu	2	3.2
Vietnamese	1	1.6
Japanese	1	1.6
Italian	1	1.6
Miscellaneous CAT III	4	6.3
Miscellaneous CAT IV	3	4.8

Table F61: Demographics.

How long have you been deployed in the last 12 months?	N	Percentage
Have not been deployed	19	39.6
1-2 months	5	10.4
3-4 months	4	8.3
5-6 months	2	4.2
More than 6 months	18	37.5
How many times have you been deployed on exercises or operations in your AOR? Include all deployments during your career.	N	Percentage
Have not been deployed	10	20.8
1-2 times	8	16.7
3-4 times	4	8.3
5-6 times	3	6.3
More than 6 times	23	47.9
How many times have you been deployed on exercises or operations outside of your AOR? Include all deployments during your career.	N	Percentage
Have not been deployed	5	10.4
1-2 times	23	47.9
3-4 times	8	16.7
5-6 times	4	8.3
More than 6 times	8	16.7

Table F62: Demographics.

Which operator type best describes you?	N	Percentage
SF RC	48	100.0

Table F63: Demographics.

What is your grade?	N	Percentage
E4	1	2.2
E5	2	4.4
E6	10	22.2
E7	13	28.9
E8	11	24.4
E9	1	2.2
WO-02	1	2.2
WO-03	1	2.2
O-4	1	2.2
O-5	4	8.9

Table F64: Demographics.

Are you currently on active duty?	N	Percentage
Yes	17	35.4
No	31	64.6
Are you a member of the Reserves/National Guard?	N	Percentage
Yes	46	95.8
No	2	4.2

Appendix G: Findings for Civil Affairs Active and Reserve Components²⁸³

²⁸³ This group includes individuals who indicated CA AC or CA RC as their SOF personnel type.

Table G1: General Language Requirements.

1. Think about the use of street dialect (e.g. blue-collar/slang) in conversation with people in the deployment location. Example: Asking for directions from or giving important instructions to the typical person you encounter while deployed.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you use this street dialect?	37	3.6	1.07	64.2	-	18.9	29.7	27.0	24.3
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is street dialect to completing SOF core tasks?	38	3.3	1.07	58.6	2.6	15.8	47.4	13.2	21.1

Table G2: General Language Requirements.

2. Think about giving commands in a direct action scenario in the deployment language. Example: "Get down!" or "Drop the weapon!"										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you give this type of command?	37	2.8	1.15	45.3	8.1	40.5	24.3	16.2	10.8
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is giving this type of command?	38	3.7	1.03	68.4	-	10.5	36.8	21.1	31.6

Table G3: General Language Requirements.

3. Think about the use of formal language in conversation with people in the deployment location. Example: Giving a thank you speech to local country hosts or conducting business negotiations with officials.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you use this formal language?	37	3.3	1.13	57.4	5.4	18.9	32.4	27.0	16.2
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is formal language to completing SOF core tasks?	38	3.7	0.88	66.4	-	7.9	36.8	36.8	18.4

Table G4: General Language Requirements.

4. Think about the use of language in building rapport with people in the deployment location. Example: The initial meeting with the local militia leader.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	37	4.1	0.98	77.0	-	8.1	18.9	29.7	43.2
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	38	4.3	0.87	82.2	-	2.6	18.4	26.3	52.6

Table G5: General Language Requirements.

5. Think about the use of military or technical vocabulary in conversation with people in the deployment location. Example: Training local mechanics, policemen, or soldiers.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you use military-technical vocabulary?	37	2.8	0.96	45.9	8.1	24.3	48.6	13.5	5.4
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this vocabulary to completing SOF core tasks?	38	3.2	1.10	55.9	2.6	23.7	39.5	15.8	18.4

Table G6: General Language Requirements.

6. Think about reading in the language of the deployment country. Examples: Identifying important documents, reading signs/graffiti, and navigation.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	37	3.8	1.17	70.3	2.7	16.2	13.5	32.4	35.1
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	38	4.0	1.12	75.0	2.6	7.9	21.1	23.7	44.7

Table G7: General Language Requirements.

7. Think about writing in the language of the deployment country. Example: Making written arrangements (contracts) with local officials, writing an operations order, or writing a list of supplies for a local guide to purchase.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	36	3.0	1.15	50.0	8.3	27.8	30.6	22.2	11.1
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	37	3.1	1.18	51.4	5.4	35.1	21.6	24.3	13.5

Table G8: General Language Requirements.

8. Think about listening to conversations or broadcasts in the language of the deployment country. Example: Listening to conversations at a café or a radio broadcast to determine local support for your presence.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	36	3.8	1.00	68.8	-	11.1	30.6	30.6	27.8
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	37	3.7	1.07	68.2	-	16.2	24.3	29.7	29.73

Table G9: General Language Requirements.

9. Which statement best describes the level of language proficiency ideal for your typical tasks and duties?	N	Percentage
None	-	-
Asking directions; reading street signs or a map; giving basic commands; using simple common courtesy phrases and questions ("tourist guide" phrases); limited knowledge of the culture.	3	7.9
Asking and responding to questions beyond the standard "tourist guide" phrases; limited conversation/dialogue; listening and understanding the typical radio/TV broadcasts or conversation; getting the gist of newspaper headlines or articles; working knowledge and understanding of the culture.	10	26.3
Extended dialogue/conversation on a variety of topics; reading important documents or the local newspaper with a good understanding; listening and understanding most conversations or broadcasts; and ability to understand culturally appropriate humor and metaphors.	16	42.1
Negotiations; persuading others with complex issues or thoughts; writing contracts or complex messages; reading very sophisticated or technical materials; complete comprehension of conversations and broadcasts; confidence in all levels of conversation; and ability to use culturally appropriate humor and metaphors.	9	23.7

Table G10: Mission-based Language Requirements.

1. What was your primary SOF core task on this deployment?	N	Percentage
Foreign Internal Defense (FID)	1	2.6
Civil Affairs Operations (CAO)	37	97.4
2. Was this mission inside or outside your AOR?	N	Percentage
Inside AOR	19	50.0
Outside AOR	19	50.0

Table G11: Mission-based Language Requirements.

3. Which statements best describes the level of language proficiency ideal for you tasks and duties on this mission?	N	Percentage
None	-	-
Asking directions; reading street signs or a map; giving basic commands; using simple common courtesy phrases and questions ("tourist guide" phrases); limited knowledge of the culture.	4	10.5
Asking and responding to questions beyond the standard "tourist guide" phrases; limited conversation/dialogue; listening and understanding the typical radio/TV broadcasts or conversation; getting the gist of newspaper headlines or articles; working knowledge and understanding of the culture.	9	23.7
Extended dialogue/conversation on a variety of topics; reading important documents or the local newspaper with a good understanding; listening and understanding most conversations or broadcasts; and ability to understand culturally appropriate humor and metaphors.	16	42.1
Negotiations; persuading others with complex issues or thoughts; writing contracts or complex messages; reading very sophisticated or technical materials; complete comprehension of conversations and broadcasts; confidence in all levels of conversation; and ability to use culturally appropriate humor and metaphors.	9	23.7
4. Which of the following language-related tasks were required for this mission?	N	Percentage
Topic specific instruction; teaching a class on how to employ and maintain equipment, teaching tactics, explaining the role and function of staff personnel.	-	-
Establishing and building rapport and some level of trust with a political or military figure.	20	52.6
Both a and b	16	42.1
Neither a and b	2	5.3
5. How long were you deployed in this country?	N	Percentage
Less than 3 months	3	7.9
3 – 6 months	6	15.8
6 – 12 months	20	52.6
Over 12 months	9	23.7

Table G12: Mission-based Language Requirements.

How much did the mission require you to use the following in the deployment language?		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Always
6.	Military-specific language	36	2.3	0.96	33.3	19.4	38.9	33.3	5.6	2.8
7.	Formal language	37	2.8	0.93	45.9	10.8	16.2	54.1	16.2	2.7
8.	Slang/street language	37	3.3	0.88	58.1	2.7	13.5	37.8	40.5	5.4
9.	Local dialect	37	3.4	1.23	59.5	13.5	8.1	18.9	45.9	13.5
10.	Speaking skills	37	3.5	1.12	63.5	8.1	5.4	29.7	37.8	18.9
11.	Listening skills	37	3.6	1.18	66.2	8.1	5.4	27.0	32.4	27.0
12.	Reading skills	36	2.6	1.16	39.6	22.2	22.2	36.1	13.9	5.6
13.	Writing skills	36	2.0	1.03	25.7	33.3	41.7	19.4	-	5.6
14.	Job aids (Example: note cards or Kwikpoint, but not interpreters)	33	2.3	1.15	31.8	30.3	33.3	18.2	15.2	3.0
15.	Interpreters	38	4.4	0.89	85.5	2.6	10.5	-	26.3	60.5

Table G13: Mission-based Language Requirements.

Please rate the following on a scale of Strongly Disagree to Strongly Agree		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
16.	I was well prepared for this deployment in terms of language and cultural understanding.	37	2.6	1.24	39.9	18.9	37.8	16.5	18.9	8.1
17.	I used my language skills frequently while on this deployment.	34	3.5	1.42	63.2	14.7	11.8	8.8	35.3	29.4

Table G14: Mission-based Language Requirements.

How important do you believe language proficiency is for...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Not Important	Low Importance	Important	High Importance	Critical
18.	Building rapport/trust	38	4.4	0.60	86.2	-	-	5.3	44.7	50.0
19.	Training or teaching others	36	3.9	1.00	72.9	-	8.3	27.8	27.8	36.1
20.	Reducing need for interpreters/translators	37	3.9	0.99	72.3	-	10.8	21.6	35.1	32.4
21.	Logistics (i.e. saving time or convenience in getting things done)	38	3.8	0.94	69.1	-	5.3	42.1	23.7	28.9
22.	Timely identification of important documents	38	3.6	1.18	64.5	5.3	10.5	34.2	21.1	28.9
23.	Giving basic commands	38	3.9	0.91	73.0	-	5.3	28.9	34.2	31.6
24.	Discrete eavesdropping	38	4.0	1.05	75.7	2.6	5.3	21.1	28.9	42.1
25.	Increasing situational awareness	38	4.3	0.60	81.6	-	-	7.9	57.9	34.2
26.	Maintaining control in hostile confrontations	38	4.1	1.04	76.3	2.6	5.3	18.4	31.6	42.1
27.	Persuading people to provide sensitive information	37	4.0	0.97	75.0	-	8.1	21.6	32.4	37.8
28.	Negotiations	36	4.2	0.87	80.6	-	2.8	19.4	30.6	47.2

Table G15: Use of Interpreters.

1. Have you used an interpreter on a mission in the past four years?	N	Percentage
Yes	35	94.6
No	2	5.4

Table G16: Use of Interpreters.

Directions: Answer the following questions about your experiences with interpreters on your missions. Think about this across all of your deployments inside and outside your AOR (i.e., your unit's normal area of responsibility).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
1.	How often do you use CAT I interpreters (i.e. Local hire, indigenous personnel, not vetted; OR a US citizen, not vetted)?	35	4.3	0.98	81.4	-	5.7	20.0	17.1	57.1
2.	How often do you use CAT II/III interpreters (i.e. US citizen with a secret OR top secret clearance)?	35	2.8	1.31	44.3	20.0	22.9	31.4	11.4	14.3

Table G17: Use of Interpreters.

Directions: Answer the following questions about your experiences with interpreters on your missions. Think about this across all of your deployments inside and outside your AOR (i.e., your unit's normal area of responsibility).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3.	If I were more proficient in my current or official language, I would be less likely to rely on interpreters.	35	4.4	0.91	85.0	2.9	2.9	2.9	34.3	57.1
4.	In my experiences, I have observed situations where interpreters have compromised the mission outcome.	34	3.5	1.16	63.2	5.9	14.7	20.6	38.2	20.6
5.	I use interpreters only when advanced/high levels of proficiency are required.	35	2.8	1.17	44.3	14.3	31.4	22.9	25.7	5.7
6.	It would have been useful to receive training on using interpreters prior to deployment.	32	3.6	0.98	64.8	3.1	6.3	37.5	34.4	18.8
7.	Interpreters are essential for carrying out missions.	35	4.0	1.07	74.3	2.9	8.6	14.3	37.1	37.1
8.	I feel our unit is too dependent on interpreters.	35	4.2	1.10	79.3	2.9	8.6	8.6	28.6	51.4
9.	My unit frequently uses interpreters when deployed inside the normal AOR.	33	3.8	1.39	68.9	9.1	18.2	-	33.3	39.4
10.	I can be as effective on my missions without an interpreter.	35	2.3	1.34	31.4	34.3	37.1	8.6	8.6	11.4
11.	In my experience, most interpreters were trustworthy.	35	3.5	0.92	62.1	2.9	11.4	28.6	48.6	8.6
12.	In my experience, most interpreters were competent.	35	3.7	0.83	67.1	2.9	5.7	20.0	62.9	8.6

Table G18: Outside AOR Deployment.

1. Have you been deployed out of your unit's normal Area of Responsibility (AOR) in the past four years?	N	Percentage
Yes	22	57.9
No	16	42.1

Table G19: Outside AOR Deployment.

Directions: Answer these questions according to your most recent deployment outside of your unit's AOR or normal area of responsibility (e.g., GWOT mission).		
1. Which statement best describes the level of language proficiency ideal for you tasks and duties on this mission?	N	Percentage
None	4	18.2
Asking directions; reading street signs or a map; giving basic commands; using simple common courtesy phrases and questions ("tourist guide" phrases); limited knowledge of the culture.	3	13.6
Asking and responding to questions beyond the standard "tourist guide" phrases; limited conversation/dialogue; listening and understanding the typical radio/TV broadcasts or conversation; getting the gist of newspaper headlines or articles; working knowledge and understanding of the culture.	7	31.8
Extended dialogue/conversation on a variety of topics; reading important documents or the local newspaper with a good understanding; listening and understanding most conversations or broadcasts; and ability to understand culturally appropriate humor and metaphors.	5	22.7
Negotiations; persuading others with complex issues or thoughts; writing contracts or complex messages; reading very sophisticated or technical materials; complete comprehension of conversations and broadcasts; confidence in all levels of conversation; and ability to use culturally appropriate humor and metaphors.	3	13.6
2. Which of the following language-related tasks were required for this mission?	N	Percentage
Topic specific instruction; teaching a class on how to employ and maintain equipment, teaching tactics, explaining the role and function of staff personnel.	1	4.5
Establishing and building rapport and some level of trust with a political or military figure.	11	50.0
Both a and b	9	40.9
Neither a and b	1	4.5

Table G20: Outside AOR Deployment.

Directions: Answer these questions according to your most recent deployment outside of your unit's AOR or normal area of responsibility (e.g., GWOT mission).		
3. How long were you deployed in this country?	N	Percentage
Less than 3 months	-	-
3 – 6 months	7	33.3
6 – 12 months	11	52.4
Over 12 months	3	14.3

Table G21: Outside AOR Deployment.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4.	I was able to meet the language-related requirements of this mission.	20	2.2	1.14	28.8	30.0	45.0	10.0	10.0	5.0
5.	While on this deployment, I experienced language-related issues or deficiencies.	21	3.9	1.18	72.6	4.8	9.5	14.3	33.3	38.1
6.	My proficiency in my official or required language suffered because of this deployment.	18	3.5	1.29	62.5	11.1	11.1	16.7	38.9	22.2
7.	I am confident that I will be able to regain my previous proficiency in my official or required language.	18	3.8	1.04	70.8	-	16.7	11.1	44.4	27.8
8.	Prior to deployment, I was proficient in the language required.	18	3.1	1.49	52.8	16.7	27.8	5.6	27.8	22.2

Table G22: Outside AOR Deployment.

1. I received pre-deployment language training?	N	Percentage
Yes	5	23.8
No	16	76.2

Table G23: Use of Interpreters Outside AOR Deployment.

1. Have you used an interpreter on a mission in the past four years?	N	Percentage
Yes	19	90.5
No	2	9.5

Table G24: Use of Interpreters Outside AOR Deployment.

1. What type of interpreter was used for this mission?	N	Percentage
CAT I (i.e., Local hire indigenous personnel, not vetted; OR a US citizen not vetted)	13	68.4
CAT II / CAT III (i.e., US citizen with a secret OR top secret clearance)	3	15.8
Both CAT I and CAT II/III	3	15.8

Table G25: Use of Interpreters Outside AOR Deployment.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2.	Using interpreter(s) was essential for carrying out this mission.	19	4.4	0.96	84.2	5.3	-	-	42.1	52.6
3.	I could have been as effective on this mission without using interpreter(s).	19	2.5	1.31	36.8	21.1	47.4	5.3	15.8	10.5
4.	The interpreter(s) that I used on this mission was (were) trustworthy.	19	3.5	1.12	63.2	5.3	15.8	15.8	47.4	15.8
5.	The interpreter(s) that I used on this mission was (were) competent.	19	3.8	0.98	69.7	-	15.8	10.5	52.6	21.1
6.	I feel that during this mission, I was too dependent on interpreters.	19	3.9	1.10	72.4	-	21.1	-	47.4	31.6
7.	My unit frequently uses interpreters when outside the normal AOR.	19	4.5	0.70	86.8	-	-	10.5	31.6	57.9

Table G26: Beliefs about Proficiency.

Directions: Respond to the following items based on your skills related to your official or required language.			
1. Do you have any level of proficiency in a language other than English?		N	Percentage
Yes		55	91.7
No		5	8.3

Table G27: Beliefs about Proficiency.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Always
2.	I feel confident in my ability to use military terminology in the language required by my AOR assignment.	57	2.7	1.21	43.0	17.5	28.1	28.1	17.5	8.8
3.	I feel confident in my ability to satisfy minimum courtesy requirements and maintain very simple face-to-face conversations on familiar topics in the language required by my AOR assignment.	57	3.6	1.32	65.8	8.8	10.5	26.3	17.5	36.8
4.	I feel confident in my ability to participate in informal conversations on practical, social, and professional topics in the language required by my AOR assignment.	57	3.0	1.41	49.1	21.1	17.5	24.6	17.5	19.3

Table G28: Official Language Testing.

1. Have you taken the Defense Language Proficiency Test (DLPT) in the past four years?	N	Percentage
Yes	41	74.5
No	14	25.5
2. Are you currently required to take the DLPT annually?	N	Percentage
Yes	22	56.4
No	17	43.6

Table G29: Official Language Testing.

3. What is your current official or required AOR language?	N	Percentage
Dari	2	4.9
French	4	9.8
German	3	7.3
Korean	2	4.9
Modern Standard Arabic	6	14.6
Pashtu	1	2.4
Persian-Farsi	1	2.4
Russian	3	7.3
Spanish	14	34.1
Tagalog (Filipino)	1	2.4
Thai	1	2.4
Italian	1	2.4
Miscellaneous CAT III	1	2.4
Miscellaneous CAT IV	1	2.4

Table G30: Official Language Testing.

4. When was the last time that you took the DLPT in your current official or required AOR language?	N	Percentage
2004	7	17.9
2003	13	33.3
2002	12	30.8
2001	3	7.7
Prior to 2001	4	10.3
5. What is your level of proficiency in your current official or required AOR language according to your most recent DLPT score? (Listening)	N	Percentage
0	3	7.9
0+	5	13.2
1	3	7.9
1+	4	10.5
2	10	26.3
2+	5	13.2
3	8	21.1
6. What is your level of proficiency in your current official or required AOR language according to your most recent DLPT score? (Reading)	N	Percentage
0	2	5.3
0+	2	5.3
1	3	7.9
1+	4	10.5
2	5	13.2
2+	10	26.3
3	12	31.6

Table G31: Official Language Testing.

5. Have you ever taken an Oral Proficiency Interview (OPI)?	N	Percentage
Yes	15	36.6
No	26	63.4

Table G32: Official Language Testing.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
6.	The content of the DLPT is clearly related to what I do during deployment.	40	2.9	1.17	47.5	7.5	42.5	10.0	32.5	7.5
7.	My DLPT scores accurately reflect my ability to use language while on the job.	41	3.2	1.24	55.5	9.8	24.4	12.2	41.5	12.2
8.	Operators who perform well on the DLPT are more likely to successfully use language in the field.	41	3.7	1.19	67.1	7.3	9.8	17.1	39.0	26.8
9.	If my score on the DLPT is too high, my chain of command will take unfair advantage of me.	36	2.0	0.81	25.7	25.0	52.8	16.7	5.6	-
10.	I marked the same answer for every question on the DLPT to get it over with quickly.	39	1.4	0.78	9.0	74.4	20.5	2.6	-	2.6
11.	I have memorized the answers to the DLPT since it never changes.	40	1.6	0.93	13.8	62.5	30.0	-	5.0	2.5
12.	The OPI (Oral Proficiency Interview) is more related to mission performance than the DLPT.	26	3.8	1.03	69.2	3.8	3.8	30.8	34.6	26.9

Table G33: Foreign Language Proficiency Pay.

Directions: Please respond to the following items regarding Foreign Language Proficiency Pay (FLPP)		
1. Have you received Foreign Language Proficiency Pay (FLPP) in the past four years?	N	Percentage
Yes	15	27.3
No	40	72.7
2. Do you currently receive Foreign Language Proficiency Pay (FLPP)?	N	Percentage
Yes	7	12.7
No	48	87.3

Table G34: Foreign Language Proficiency Pay.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3.	FLPP motivates me to acquire new language skills during personal time.	48	3.1	1.39	52.6	14.6	27.31	10.4	29.2	18.8
4.	FLPP motivates me to maintain my current level of language skills during personal time.	45	3.2	1.48	54.4	15.6	24.4	15.6	15.6	28.9
5.	Procedures for allocating FLPP are fair.	46	2.5	1.26	38.0	28.3	21.7	26.1	17.4	6.5
6.	Procedures for receiving FLPP are straight-forward and simple.	48	2.6	1.29	39.1	27.1	22.9	25.0	16.7	8.3
7.	I believe the amount of my FLPP reflects the effort that I have put into learning or maintaining a language.	44	2.4	1.23	35.8	31.8	20.5	22.7	22.7	2.3

Table G35: Foreign Language Proficiency Pay.

8. FLPP would be more motivating if.... (check all that apply)	N	Percentage
The amounts were increased (e.g. more money).	38	63.3
It was paid for lower proficiency levels.	21	35.0
It was paid once per year as a bonus.	5	8.3
We could get FLPP for speaking proficiency.	31	51.7
The Unit would provide more resources for language training.	41	68.3
The Unit would provide more time for language training.	36	60.0
I had been trained to a higher level during initial acquisition.	25	41.7

Table G36: Language Training.

1. Indicate the military-provided training for your current, official, or required language that you have received in the PAST FOUR YEARS?	N	Percentage
Initial Acquisition Training	17	28.3
Sustainment/Enhancement Training	4	6.7
Both of the above	2	3.3
Neither of the above	37	61.7
2. Have you participated in military-provided immersion training?	N	Percentage
Yes	8	13.3
No	52	86.7
3. Have you EVER received language training paid for and/or sponsored by the military or government?	N	Percentage
Yes	27	45.0
No	33	55.0

Table G37: Initial Acquisition Language Training.

Directions: Answer the following questions about your initial acquisition language training in your official or required language.		
1. What was the source of your initial acquisition language training?	N	Percentage
DLI (at Monterey, California)	10	52.6
USAJFKSWCS	7	36.8
Unit/Command Language Program (CLP)	2	10.5
DLI (at Washington, DC)	-	-
2. What was the instructional mode of your initial acquisition language training?	N	Percentage
Classroom	18	94.7
Classroom followed by immersion	-	-
DL (i.e., distance/distributive learning)	1	5.3

Table G38: Initial Acquisition Language Training.

Answer the following about your instructor(s)...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3.	My instructor was effective in preparing me to use my language skills.	18	4.2	0.79	79.2	-	-	22.2	38.9	38.9
4.	It was clear that the instructor incorporated SOF considerations in his/her teaching objectives (e.g. mission language requirements).	18	2.6	1.20	38.9	16.7	44.4	11.1	22.2	5.6
5.	My instructor utilized current examples from TV, movies, radio, magazines, and newspapers to teach the language.	18	3.8	1.40	69.4	5.6	22.2	5.6	22.2	44.4
6.	My instructor was knowledgeable about how the language is currently used.	18	4.3	0.96	81.9	-	11.1	-	38.9	50.0
7.	The instructor encouraged students to speak in the target language.	18	4.6	0.50	90.3	-	-	-	38.9	61.1

Table G39: Initial Acquisition Language Training.

Answer the following about the curriculum...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
8.	The primary emphasis of the curriculum was on the formal language.	19	4.3	0.56	81.6	-	-	5.3	63.2	31.6
9.	The curriculum included slang and/or street language.	19	2.8	1.07	46.1	5.3	47.4	5.3	42.1	-
10.	The materials used in training were free from error.	19	2.2	1.12	28.9	36.8	26.3	21.1	15.8	-
11.	The curriculum included instruction and practice in all four skill modalities (i.e. reading, writing, speaking, and listening).	19	3.9	1.13	73.7	-	21.1	-	42.1	36.8
12.	The curriculum covered the vocabulary necessary for my job and missions.	19	3.3	1.16	57.9	-	36.8	10.5	36.8	15.8
13.	The curriculum was pre-packaged and not customized to SOF.	19	3.6	1.02	64.5	-	15.8	31.6	31.6	21.1
14.	The course would have been more effective if we had covered less content in more detail.	19	2.7	0.89	42.1	5.3	42.1	31.6	21.1	-

Table G40: Sustainment/Enhancement Language Training.

Directions: Answer the following questions about your sustainment/enhancement language training in your official or required language.		
1. What was the source of your sustainment/enhancement language training?	N	Percentage
DLI (at Monterey, California)	-	-
Unit/Command Language Program (CLP)	6	100.0
DLI (at Washington, DC)	-	-
Self-Study	-	-
2. What was the instructional mode of your sustainment/enhancement language training?	N	Percentage
Language Lab	1	16.7
Distance Learning (DL)	1	16.7
College classes	-	-
Immersion	2	33.3
Classroom (DLI/Unit)	-	-
Language days/activities	1	16.7
Tutoring	1	16.7
3. Did you have an instructor for your sustainment/enhancement language training?	N	Percentage
Yes	4	66.7
No	2	33.3

Table G41: Sustainment/Enhancement Language Training.

Answer the following about your instructor(s)...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4.	My instructor was effective in preparing me to use my language skills.	4	4.0	0.82	75.0	-	-	25.0	50.0	25.0
5.	It was clear that the instructor incorporated SOF considerations in his/her teaching objectives (e.g. mission language requirements).	4	2.8	1.50	43.8	-	75.0	-	-	25.0
6.	My instructor utilized current examples from TV, movies, radio, magazines, and newspapers to teach the language.	4	4.0	1.41	75.0	-	25.0	-	25.0	25.0
7.	My instructor was knowledgeable about how the language is currently used.	4	4.8	0.50	93.8	-	-	-	25.0	75.0
8.	The instructor encouraged students to speak in the target language.	4	5.0	0.00	100.0	-	-	-	-	100.0

Table G42: Sustainment/Enhancement Language Training.

Answer the following about the curriculum...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
9.	The primary emphasis of the curriculum was on the formal language.	6	3.2	1.33	54.2	-	50.0	-	33.3	16.7
10.	The curriculum included slang and/or street language.	6	3.2	1.33	54.2	-	50.0	-	33.3	16.7
11.	The materials used in training were free from error.	6	2.5	0.84	37.5	-	66.7	16.7	16.7	-
12.	The curriculum included instruction and practice in all four skill modalities (i.e. reading, writing, speaking, and listening).	6	3.8	0.98	70.8	-	16.7	-	66.7	16.7
13.	The curriculum covered the vocabulary necessary for my job and missions.	6	3.3	1.21	58.3	-	33.3	16.7	33.3	16.7
14.	The curriculum was pre-packaged and not customized to SOF.	6	2.7	1.03	41.7	-	66.7	-	33.3	-
15.	The course would have been more effective if we had covered less content in more detail.	6	3.0	0.89	50.0	-	33.3	33.3	33.3	-

Table G43: Immersion Training.

Directions: When answering these questions, think about the most recent immersion training that you have had.		
1. How many weeks was your immersion training?	N	Percentage
0-2 weeks	1	14.3
3-4 weeks	3	42.9
5-6 weeks	-	-
7-10 weeks	-	-
11-20 weeks	3	42.9
3. What kind of immersion training was it?	N	Percentage
Iso-immersion (i.e., CONUS)	2	28.6
Immersion training (i.e., OCONUS)	5	71.4

Table G44: Immersion Training.

4. What language were you studying during immersion training?	N	Percentage
French	2	28.6
Korean	2	28.6
Modern Standard Arabic	2	28.6
Spanish	1	14.3

Table G45: Immersion Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
5.	My language proficiency improved as a result of immersion training.	7	4.4	0.53	85.7	-	-	-	57.1	42.9
6.	I would have benefited more from immersion training if my initial proficiency was higher.	7	4.3	0.49	82.1	-	-	-	71.4	28.6
7.	Immersion training is the most effective way to acquire language skills.	7	4.4	0.79	85.7	-	-	14.3	28.6	57.1
8.	I think that OCONUS immersion training is a boondoggle.	6	1.7	0.82	16.7	50.0	33.3	16.7	-	-

Table G46: Training Effectiveness on Deployment.

Directions: answer the following questions related to your most recent training experience in which you were deployed in that language after training (i.e. took a course and deployed)		
1. Please indicate your most recent training experience in which you were deployed in that language after training:	N	Percentage
Initial acquisition language training	11	42.3
Sustainment/enhancement training in official or required AOR language	4	15.4
Pre-deployment training in language outside AOR (e.g., GWOT language)	11	42.3

Table G47: Training Effectiveness on Deployment.

Directions: Answer the following questions related to your most recent training experience in which you were deployed in that language after training (i.e. took a course and deployed).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2.	The language training I received prepared me for situations that I commonly encountered while deployed or on the mission.	25	3.4	1.12	60.0	8.0	12.0	24.0	44.0	12.0
3.	As a result of language training, I had no problem(s) speaking with local people, asking directions, giving commands, and reserving lodging.	24	3.0	1.30	49.0	12.5	37.5	-	41.7	8.3
4.	As a result of language training, I had no problem(s) building rapport/trust with local people.	24	3.3	1.33	57.3	12.5	20.8	8.3	41.7	16.7
5.	As a result of language training, I had no problem (s) reading street signs, warning markers, graffiti, important documents, and news.	23	2.9	1.31	47.8	13.0	34.8	13.0	26.1	13.0
6.	As a result of language training, I had no problem(s) listening to local people, answering their questions, and following local news programs.	24	2.4	1.01	34.4	12.5	58.3	12.5	12.5	4.2
7.	While deployed, I encountered situations where I felt that more substantial language training should have been required.	24	4.6	0.58	89.6	-	-	4.2	33.3	62.5

Table G48: Training Effectiveness on Deployment.

Directions: Answer the following questions related to your most recent training experience in which you were deployed in that language after training (i.e. took a course and deployed).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
8.	I was taught in the most up-to-date form of the language (i.e. how the language is currently used).	24	3.6	0.97	65.6	4.2	8.3	20.8	54.2	12.5
9.	While deployed, I found that I received incorrect information during language training.	24	2.7	1.24	41.7	12.5	45.8	16.7	12.5	12.5

Table G49: General Attitudes toward Language Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I believe that official language training is essential for success on the job.	60	4.2	1.29	80.4	10.0	3.3	3.3	21.7	61.7
2.	I do not believe the official language training focuses on the language skills and mission situations important to SOF.	57	2.8	1.16	46.1	12.3	29.8	28.1	21.1	8.8
3.	I would sacrifice some of the training allocated to my SOF skills training (e.g. weapons training) to shift to language proficiency.	57	3.8	1.01	69.7	1.8	12.3	15.8	45.6	24.6
4.	I do not put much effort into language training.	56	2.7	1.19	42.4	16.1	32.1	26.8	16.1	8.9
5.	I want to succeed in language training so that I will do well on missions.	59	4.5	0.70	87.3	1.7	-	1.7	40.7	55.9
6.	I am motivated to succeed in language training because I want to receive FLPP.	59	3.2	1.15	54.2	6.8	23.7	28.8	27.1	13.6
7.	I am motivated to succeed in language training because I am accountable to my team for my language abilities.	55	4.1	1.03	76.8	1.8	9.1	10.9	36.4	41.8
8.	I would be more motivated to perform well in language training if it was a criteria for promotions or would be used in future decisions about my job.	57	3.5	1.30	63.2	3.5	26.3	17.5	19.3	33.3
9.	Language training will make a good addition to my resume.	59	4.2	0.92	80.1	1.7	3.4	13.6	35.6	45.8
10.	My chain of command cares about my language proficiency.	58	2.7	1.08	42.7	19.0	19.0	34.5	27.6	-

Table G50: Attitudes toward Immersion Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
11.	I am often pulled out of language training for non-critical details.	36	3.2	1.21	54.9	11.1	16.7	27.8	30.6	13.9
12.	My chain of command will make the sacrifices necessary to ensure that I sustain my language proficiency.	49	2.4	1.06	36.2	22.4	30.6	26.5	20.4	-
13.	Maintaining proficiency in my core SOF skills does not leave time for maintaining appropriate language proficiency.	54	2.9	1.02	48.6	5.6	29.6	37.0	20.4	7.4
14.	With the current OPTEMPO, sustainment/enhancement training in my official language is impossible.	52	2.9	1.22	47.1	9.6	36.5	23.1	17.3	13.5
15.	I would put more effort into language training if the resources were more accessible.	57	4.2	0.93	80.7	3.5	1.8	7.0	43.9	43.9
16.	Selection for OCONUS immersion training is fair.	49	2.7	1.20	43.4	20.4	18.4	36.7	16.3	8.2
18.	OCONUS immersion training should occur regularly as part of sustainment/enhancement training.	56	4.4	0.78	84.8	1.8	-	7.1	39.3	51.8
19.	OCONUS immersion training is used (viewed) as a motivating reward rather than for skill enhancement.	50	3.6	0.99	64.0	4.0	8.0	32.0	40.0	16.0
20.	My command thinks that OCONUS immersion training is a boondoggle.	44	3.1	1.04	51.7	9.1	11.4	54.5	13.6	11.4
21.	CONUS iso-immersion is equally as effective as OCONUS immersion.	48	2.4	0.93	33.9	22.9	25.0	47.9	2.1	2.1

Table G51: Technology-Delivered Training.

Directions: Answer the following questions regarding your opinions and experiences with technology.		
1. Have you ever used technology-delivered training (Examples: Computer based training, video teleconferencing, distance/distributive learning, self-paced language learning software, etc.)?	N	Percentage
Yes	17	65.4
No	9	34.6

Table G52: Technology-Delivered Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2.	I believe that classroom training is more useful than technology-delivered training (TDT) for the initial acquisition of a language.	25	4.1	1.05	78.0	-	8.0	24.0	16.0	52.0
3.	I would be likely to use TDT options if they were available.	25	3.8	0.80	71.0	-	8.0	16.0	60.0	16.0
4.	I believe that TDT means that I will be completing training on my own time/ at home (e.g. not duty time).	25	3.8	0.87	70.0	-	12.0	12.0	60.0	16.0
5.	I believe that TDT is used most effectively when supplementing classroom instruction.	25	4.3	0.74	82.0	-	4.0	4.0	52.0	40.0
6.	I would be more likely to use TDT if it was scheduled (i.e., on duty time) versus when it is on my own time (i.e., not duty time).	25	4.2	0.85	79.0	-	4.0	16.0	40.0	40.0
7.	I believe that TDT is an effective way to learn language skills.	25	3.1	0.83	53.0	-	28.0	32.0	40.0	-
8.	I believe that TDT is an effective way to sustain/enhance my language skills.	25	3.9	0.78	72.0	-	8.0	12.0	64.0	16.0
9.	I believe that TDT is only effective when trainees are motivated.	25	4.2	0.76	80.0	-	4.0	8.0	52.0	36.0
10.	I have heard of the SOFTS (Special Operations Forces Training System) program where SOF personnel can take a class with a live instructor over the internet using PC-based tele-conferencing.	23	1.8	0.98	20.7	-	4.0	12.0	56.0	28.0
11.	I would participate in SOFTS if I had the opportunity.	25	4.1	0.76	77.0	-	4.0	12.0	56.0	28.0

Table G53: Technology-Delivered Training.

I am more likely to use TDT rather than face-to-face (i.e. classroom) instruction because TDT...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
12.	Provides the convenience of working at home.	24	3.2	1.02	55.2	4.2	20.8	33.3	33.3	8.3
13.	Allows you to complete training at your own pace.	24	3.6	0.97	64.6	4.2	8.3	25.0	50.0	12.5
14.	Reduces external pressures such as live instructors or peers.	24	2.8	1.02	44.8	8.3	33.3	33.3	20.8	4.2

Table G54: Technology-Delivered Training.

Directions: Answer the following questions regarding your opinions and experiences with technology.		
15. Have you ever used machine language translation (MLT) devices (Example: Phraselator or Voice Response Translator (VRT))?	N	Percentage
Yes	3	12.5
No	21	87.5
16. Have you ever used the Phraselator?	N	Percentage
Yes	3	11.5
No	23	88.5
17. Have you ever used the VRT?	N	Percentage
Yes	-	-
No	26	100.0
18. Have you ever used S-Minds?	N	Percentage
Yes	-	-
No	26	100.0

Table G55: Technology-Delivered Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
19.	I believe that MLT is an effective way to communicate.	15	2.7	1.18	41.7	20.0	20.0	40.0	13.3	6.7
20.	I believe that MLT is effective for the SOF core tasks I conduct that require language capability.	13	2.7	1.03	42.3	15.4	23.1	38.5	23.1	-
21.	I believe that MLT shows promise for the future.	15	3.1	1.19	53.3	13.3	13.3	26.7	40.0	6.7
22.	I believe that MLT cannot replace language trained operators.	16	4.1	1.06	76.6	6.3	-	12.5	43.8	37.5

Table G56: Organizational Climate and Support.

Directions: Answer the following questions regarding organizational climate and support.							
Rate your command on how well it does on each of the following:		N	Percentage (%) of Responses				
			A (Excellent)	B (Above Average)	C (Average)	D (Below Average)	F (Fail)
1.	Allocating duty hours/weeks to language training or language practice.	59	1.7	8.5	22.0	30.5	37.3
2.	Encouraging the use of your language during non-language training.	59	3.4	3.4	25.4	28.8	39.0
3.	Placing command emphasis on language proficiency.	59	3.4	10.2	27.1	25.4	33.9
4.	Providing support to help you acquire and maintain enough proficiency to qualify for FLPP.	59	3.4	6.8	22.0	32.2	35.6
5.	Providing recognition and awards related to language.	59	3.4	1.7	15.3	33.9	45.8
6.	Providing language learning materials.	59	1.7	13.6	27.1	30.5	27.1
7.	Ensuring quality language instruction is available.	58	3.4	6.9	19.0	41.4	29.3
8.	Ensuring pre-deployment training is available.	59	6.8	13.6	28.8	25.4	25.4
9.	Placing command emphasis on taking the DLPT on time.	58	8.6	13.8	27.6	22.4	27.6
10.	Finding ways to increase time for language training.	59	1.7	6.8	23.7	27.1	40.7
11.	Ensuring that personnel in language training are not pulled for non-critical details.	59	3.4	3.4	37.3	23.7	32.2

Table G57: Language and Attrition.

Directions: Answer the following questions regarding language and its relation to attrition.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I intend to leave SOF if I am unable to get the language training I need.	50	2.2	1.13	29.0	30.0	44.0	12.0	8.0	6.0
2.	I have considered leaving SOF to pursue a job in the civilian world where my language skills will be highly compensated.	45	2.5	1.41	38.3	28.9	31.1	11.1	15.6	13.3
3.	My decision to re-enlist in SOF is based in part on issues relating to language proficiency and language training.	37	2.9	1.32	48.0	18.9	18.9	27.0	21.6	13.5
4.	I intend to leave SOF if language requirements are increased.	50	1.6	0.57	15.0	44.0	52.0	4.0	-	-
5.	I am likely to re-enlist in SOF.	35	3.8	1.20	70.7	8.6	-	28.6	25.7	37.1

Table G58: Demographics.

To which military branch of service are you assigned?	N	Percentage
Air Force	-	-
Army	60	100.0
Navy	-	-
Have you been deployed with a SOF Unit in the past four (4) years?	N	Percentage
Yes	38	63.3
No	22	36.7
How many years of total service in SOF do you have?	N	Percentage
Less than one year	7	11.9
1-4 years	23	39.0
5-8 years	17	28.8
9-12 years	7	11.9
12-16 years	1	1.7
17-20 years	4	6.8
More than 20 years	-	-
How long have you been working in your current job?	N	Percentage
Less than one year	19	31.7
1-4 years	32	53.3
5-8 years	5	8.3
9-12 years	4	6.7
12-16 years	-	-
17-20 years	-	-
More than 20 years	-	-

Table G59: Demographics.

What is your current official or required language?	N	Percentage
Chinese-Mandarin	1	1.8
Dari	3	5.4
French	5	8.9
German	4	7.1
Korean	3	5.4
Modern Standard Arabic	12	21.4
Pashtu	1	1.8
Persian-Farsi	5	8.9
Russian	3	5.4
Serbian-Croatian	1	1.8
Spanish	14	25.0
Tagalog (Filipino)	1	1.8
Thai	1	1.8
Miscellaneous CAT III	1	1.8
Miscellaneous CAT IV	1	1.8

Table G60: Demographics.

What other languages are you proficient in besides your current official or required language?	N	Percentage
Dari	1	2.0
French	12	24.5
German	7	14.3
Korean	1	2.0
Modern Standard Arabic	3	6.1
Portuguese (Brazilian)	2	4.1
Russian	1	2.0
Serbian-Croatian	5	10.2
Spanish	12	24.5
Italian	1	2.0
Miscellaneous CAT III	3	6.1
Miscellaneous CAT IV	1	2.0

Table G61: Demographics.

How long have you been deployed in the last 12 months?	N	Percentage
Have not been deployed	17	28.3
1-2 months	4	6.7
3-4 months	1	1.7
5-6 months	5	8.3
More than 6 months	33	55.0
How many times have you been deployed on exercises or operations in your AOR? Include all deployments during your career.	N	Percentage
Have not been deployed	16	27.1
1-2 times	19	32.2
3-4 times	6	10.2
5-6 times	6	10.2
More than 6 times	12	20.3
How many times have you been deployed on exercises or operations outside of your AOR? Include all deployments during your career.	N	Percentage
Have not been deployed	16	26.7
1-2 times	29	48.3
3-4 times	9	15.0
5-6 times	1	1.7
More than 6 times	5	8.3

Table G62: Demographics.

Which operator type best describes you?	N	Percentage
CA AC	14	23.3
CA RC	46	76.7

Table G63: Demographics.

What is your grade?	N	Percentage
E3	1	1.8
E4	5	8.8
E5	6	10.5
E6	11	19.3
E7	4	7.0
O-2	1	1.8
O-3	4	7.0
O-4	16	28.1
O-5	9	15.8

Table G64: Demographics.

Are you currently on active duty?	N	Percentage
Yes	37	61.7
No	23	38.3
Are you a member of the Reserves/National Guard?	N	Percentage
Yes	47	78.3
No	13	21.7

Appendix H: Findings for Civil Affairs Active Component²⁸⁴

²⁸⁴ This group includes individuals who indicated CA AC as their SOF personnel type.

Table H1: General Language Requirements.

1. Think about the use of street dialect (e.g. blue-collar/slang) in conversation with people in the deployment location. Example: Asking for directions from or giving important instructions to the typical person you encounter while deployed.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you use this street dialect?	9	3.4	1.24	61.1	-	33.3	11.1	33.3	22.2
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is street dialect to completing SOF core tasks?	10	4.0	0.94	75.0	-	-	40.0	20.0	40.0

Table H2: General Language Requirements.

2. Think about giving commands in a direct action scenario in the deployment language. Example: "Get down!" or "Drop the weapon!"										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you give this type of command?	9	3.2	1.09	55.6	-	33.3	22.2	33.3	11.1
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is giving this type of command?	10	4.3	0.82	82.5	-	-	20.0	30.0	50.0

Table H3: General Language Requirements.

3. Think about the use of formal language in conversation with people in the deployment location. Example: Giving a thank you speech to local country hosts or conducting business negotiations with officials.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you use this formal language?	9	3.6	0.73	63.9	-	-	55.6	33.3	11.1
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is formal language to completing SOF core tasks?	10	4.0	0.67	75.0	-	-	20.0	60.0	20.0

Table H4: General Language Requirements.

4. Think about the use of language in building rapport with people in the deployment location. Example: The initial meeting with the local militia leader.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	9	4.6	0.53	88.9	-	-	-	44.4	55.6
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	10	4.6	0.52	90.0	-	-	-	40.0	60.0

Table H5: General Language Requirements.

5. Think about the use of military or technical vocabulary in conversation with people in the deployment location. Example: Training local mechanics, policemen, or soldiers.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you use military-technical vocabulary?	9	3.2	0.44	55.6	-	-	77.8	22.2	-
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this vocabulary to completing SOF core tasks?	10	4.0	0.94	75.0	-	-	40.0	20.0	40.0

Table H6: General Language Requirements.

6. Think about reading in the language of the deployment country. Examples: Identifying important documents, reading signs/graffiti, and navigation.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	9	4.1	0.93	77.8	-	11.1	-	55.6	33.3
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	10	4.5	0.71	87.5	-	-	10.0	30.0	60.0

Table H7: General Language Requirements.

7. Think about writing in the language of the deployment country. Example: Making written arrangements (contracts) with local officials, writing an operations order, or writing a list of supplies for a local guide to purchase.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	9	3.2	0.83	55.6	-	11.1	66.7	11.1	11.1
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	10	3.8	1.03	70.0	-	10.0	30.0	30.0	30.0

Table H8: General Language Requirements.

8. Think about listening to conversations or broadcasts in the language of the deployment country. Example: Listening to conversations at a café or a radio broadcast to determine local support for your presence.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	9	4.0	0.71	75.0	-	-	22.2	55.6	22.2
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	10	4.2	1.03	80.0	-	10.0	10.0	30.0	50.0

Table H9: General Language Requirements.

9. Which statement best describes the level of language proficiency ideal for your typical tasks and duties?	N	Percentage
None	-	-
Asking directions; reading street signs or a map; giving basic commands; using simple common courtesy phrases and questions ("tourist guide" phrases); limited knowledge of the culture.	-	-
Asking and responding to questions beyond the standard "tourist guide" phrases; limited conversation/dialogue; listening and understanding the typical radio/TV broadcasts or conversation; getting the gist of newspaper headlines or articles; working knowledge and understanding of the culture.	1	10.0
Extended dialogue/conversation on a variety of topics; reading important documents or the local newspaper with a good understanding; listening and understanding most conversations or broadcasts; and ability to understand culturally appropriate humor and metaphors.	3	30.0
Negotiations; persuading others with complex issues or thoughts; writing contracts or complex messages; reading very sophisticated or technical materials; complete comprehension of conversations and broadcasts; confidence in all levels of conversation; and ability to use culturally appropriate humor and metaphors.	6	60.0

Table H10: Mission-based Language Requirements.

1. What was your primary SOF core task on this deployment?	N	Percentage
Foreign Internal Defense (FID)	1	10.0
Civil Affairs Operations (CAO)	9	90.0
2. Was this mission inside or outside your AOR?	N	Percentage
Inside AOR	4	40.0
Outside AOR	6	60.0

Table H11: Mission-based Language Requirements.

3. Which statements best describes the level of language proficiency ideal for you tasks and duties on this mission?	N	Percentage
None	-	-
Asking directions; reading street signs or a map; giving basic commands; using simple common courtesy phrases and questions ("tourist guide" phrases); limited knowledge of the culture.	-	-
Asking and responding to questions beyond the standard "tourist guide" phrases; limited conversation/dialogue; listening and understanding the typical radio/TV broadcasts or conversation; getting the gist of newspaper headlines or articles; working knowledge and understanding of the culture.	2	20.0
Extended dialogue/conversation on a variety of topics; reading important documents or the local newspaper with a good understanding; listening and understanding most conversations or broadcasts; and ability to understand culturally appropriate humor and metaphors.	3	30.0
Negotiations; persuading others with complex issues or thoughts; writing contracts or complex messages; reading very sophisticated or technical materials; complete comprehension of conversations and broadcasts; confidence in all levels of conversation; and ability to use culturally appropriate humor and metaphors.	5	50.0
4. Which of the following language-related tasks were required for this mission?	N	Percentage
Topic specific instruction; teaching a class on how to employ and maintain equipment, teaching tactics, explaining the role and function of staff personnel.	-	-
Establishing and building rapport and some level of trust with a political or military figure.	4	40.0
Both a and b	6	60.0
Neither a and b	-	-
5. How long were you deployed in this country?	N	Percentage
Less than 3 months	1	10.0
3 – 6 months	5	50.0
6 – 12 months	3	30.0
Over 12 months	1	10.0

Table H12: Mission-based Language Requirements.

How much did the mission require you to use the following in the deployment language?		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Always
6.	Military-specific language	9	2.9	1.17	47.2	11.1	22.2	44.4	11.1	11.1
7.	Formal language	9	3.2	0.97	55.6	-	22.2	44.4	22.2	11.1
8.	Slang/street language	9	3.6	0.73	63.9	-	-	55.6	33.3	11.1
9.	Local dialect	9	3.8	0.67	69.4	-	-	33.3	55.6	11.1
10.	Speaking skills	9	3.8	1.09	69.4	-	11.1	33.3	22.2	33.3
11.	Listening skills	9	3.8	1.09	69.4	-	11.1	33.3	22.2	33.3
12.	Reading skills	8	2.8	1.39	43.8	25.0	12.5	37.5	12.5	12.5
13.	Writing skills	8	2.4	1.30	34.4	25.0	37.5	25.0	-	12.5
14.	Job aids (Example: note cards or Kwikpoint, but not interpreters)	8	2.8	1.28	43.8	12.5	37.5	25.0	12.5	12.5
15.	Interpreters	10	4.5	0.85	87.5	-	-	20.0	10.0	70.0

Table H13: Mission-based Language Requirements.

Please rate the following on a scale of Strongly Disagree to Strongly Agree		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
16.	I was well prepared for this deployment in terms of language and cultural understanding.	9	2.8	1.20	44.4	11.1	33.3	33.3	11.1	11.1
17.	I used my language skills frequently while on this deployment.	8	3.1	1.81	53.1	25.0	25.0	-	12.5	37.5

Table H14: Mission-based Language Requirements.

How important do you believe language proficiency is for...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Not Important	Low Importance	Important	High Importance	Critical
18.	Building rapport/trust	10	4.6	0.70	90.0	-	-	10.0	20.0	70.0
19.	Training or teaching others	10	4.2	0.79	80.0	-	-	20.0	40.0	40.0
20.	Reducing need for interpreters/translators	10	4.3	0.67	82.5	-	-	10.0	50.0	40.0
21.	Logistics (i.e. saving time or convenience in getting things done)	10	4.3	0.67	82.5	-	-	10.0	50.0	40.0
22.	Timely identification of important documents	10	4.2	0.79	80.0	-	-	20.0	40.0	40.0
23.	Giving basic commands	10	4.2	0.79	80.0	-	-	20.0	40.0	40.0
24.	Discrete eavesdropping	10	4.1	0.88	77.5	-	-	30.0	30.0	40.0
25.	Increasing situational awareness	10	4.5	0.53	87.5	-	-	-	50.0	50.0
26.	Maintaining control in hostile confrontations	10	4.6	0.52	90.0	-	-	-	40.0	60.0
27.	Persuading people to provide sensitive information	9	4.8	0.44	94.4	-	-	-	22.2	77.8
28.	Negotiations	9	4.8	0.44	94.4	-	-	-	22.2	77.8

Table H15: Use of Interpreters.

1. Have you used an interpreter on a mission in the past four years?	N	Percentage
Yes	8	88.9
No	1	11.1

Table H16: Use of Interpreters.

Directions: Answer the following questions about your experiences with interpreters on your missions. Think about this across all of your deployments inside and outside your AOR (i.e., your unit's normal area of responsibility).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
1.	How often do you use CAT I interpreters (i.e. Local hire, indigenous personnel, not vetted; OR a US citizen, not vetted)?	8	3.8	1.16	68.8	-	12.5	37.5	12.5	37.5
2.	How often do you use CAT II/III interpreters (i.e. US citizen with a secret OR top secret clearance)?	8	3.6	0.92	65.6	-	-	62.5	12.5	25.0

Table H17: Use of Interpreters.

Directions: Answer the following questions about your experiences with interpreters on your missions. Think about this across all of your deployments inside and outside your AOR (i.e., your unit's normal area of responsibility).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3.	If I were more proficient in my current or official language, I would be less likely to rely on interpreters.	8	4.9	0.35	96.9	-	-	-	12.5	87.5
4.	In my experiences, I have observed situations where interpreters have compromised the mission outcome.	7	3.1	1.35	53.6	14.3	14.3	28.6	28.6	14.3
5.	I use interpreters only when advanced/high levels of proficiency are required.	8	3.3	1.39	56.3	12.5	25.0	-	50.0	12.5
6.	It would have been useful to receive training on using interpreters prior to deployment.	7	3.9	0.69	71.4	-	-	28.6	57.1	14.3
7.	Interpreters are essential for carrying out missions.	8	3.6	1.51	65.6	12.5	12.5	12.5	25.0	37.5
8.	I feel our unit is too dependent on interpreters.	8	3.8	1.49	68.8	12.5	12.5	-	37.5	37.5
9.	My unit frequently uses interpreters when deployed inside the normal AOR.	8	2.6	1.77	40.6	37.5	25.0	-	12.5	25.0
10.	I can be as effective on my missions without an interpreter.	8	3.0	1.69	50.0	25.0	25.0	-	25.0	25.0
11.	In my experience, most interpreters were trustworthy.	8	3.5	0.53	62.5	-	-	50.0	50.0	-
12.	In my experience, most interpreters were competent.	8	3.8	0.46	68.8	-	-	25.0	75.0	

Table H18: Outside AOR Deployment.

1. Have you been deployed out of your unit's normal Area of Responsibility (AOR) in the past four years?	N	Percentage
Yes	8	80.0
No	2	20.0

Table H19: Outside AOR Deployment.

Directions: Answer these questions according to your most recent deployment outside of your unit's AOR or normal area of responsibility (e.g., GWOT mission).		
1. Which statement best describes the level of language proficiency ideal for you tasks and duties on this mission?	N	Percentage
None	3	37.5
Asking directions; reading street signs or a map; giving basic commands; using simple common courtesy phrases and questions ("tourist guide" phrases); limited knowledge of the culture.	1	12.5
Asking and responding to questions beyond the standard "tourist guide" phrases; limited conversation/dialogue; listening and understanding the typical radio/TV broadcasts or conversation; getting the gist of newspaper headlines or articles; working knowledge and understanding of the culture.	1	12.5
Extended dialogue/conversation on a variety of topics; reading important documents or the local newspaper with a good understanding; listening and understanding most conversations or broadcasts; and ability to understand culturally appropriate humor and metaphors.	1	12.5
Negotiations; persuading others with complex issues or thoughts; writing contracts or complex messages; reading very sophisticated or technical materials; complete comprehension of conversations and broadcasts; confidence in all levels of conversation; and ability to use culturally appropriate humor and metaphors.	2	25.0
2. Which of the following language-related tasks were required for this mission?	N	Percentage
Topic specific instruction; teaching a class on how to employ and maintain equipment, teaching tactics, explaining the role and function of staff personnel.	-	-
Establishing and building rapport and some level of trust with a political or military figure.	4	50.0
Both a and b	4	50.0
Neither a and b	-	-

Table H20: Outside AOR Deployment.

Directions: Answer these questions according to your most recent deployment outside of your unit's AOR or normal area of responsibility (e.g., GWOT mission).		
3. How long were you deployed in this country?	N	Percentage
Less than 3 months	-	-
3 – 6 months	7	87.5
6 – 12 months	1	12.5
Over 12 months	-	-

Table H21: Outside AOR Deployment.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4.	I was able to meet the language-related requirements of this mission.	8	1.8	1.39	18.8	62.5	25.0	-	-	12.5
5.	While on this deployment, I experienced language-related issues or deficiencies.	8	3.5	1.51	62.5	12.5	12.5	25.0	12.5	37.5
6.	My proficiency in my official or required language suffered because of this deployment.	8	4.1	0.99	78.1	-	12.5	-	50.0	37.5
7.	I am confident that I will be able to regain my previous proficiency in my official or required language.	8	3.6	1.19	65.6	-	25.0	12.5	37.5	25.0
8.	Prior to deployment, I was proficient in the language required.	8	3.3	1.49	56.3	25.0	-	12.5	50.0	12.5

Table H22: Outside AOR Deployment.

1. I received pre-deployment language training?	N	Percentage
Yes	-	-
No	8	100.0

Table H23: Use of Interpreters Outside AOR Deployment.

1. Have you used an interpreter on a mission in the past four years?	N	Percentage
Yes	6	75.0
No	2	25.0

Table H24: Use of Interpreters Outside AOR Deployment.

1. What type of interpreter was used for this mission?	N	Percentage
CAT I (i.e., Local hire indigenous personnel, not vetted; OR a US citizen not vetted)	4	66.7
CAT II / CAT III (i.e., US citizen with a secret OR top secret clearance)	2	33.3
Both CAT I and CAT II/III	-	-

Table H25: Use of Interpreters Outside AOR Deployment.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2.	Using interpreter(s) was essential for carrying out this mission.	8	4.0	1.55	75.0	16.7	-	-	33.3	50.0
3.	I could have been as effective on this mission without using interpreter(s).	6	2.7	1.63	41.7	33.3	16.7	16.7	16.7	16.7
4.	The interpreter(s) that I used on this mission was (were) trustworthy.	6	3.3	1.37	58.3	16.7	-	33.3	33.3	16.7
5.	The interpreter(s) that I used on this mission was (were) competent.	6	4.2	0.75	79.2	-	-	16.7	50.0	33.3
6.	I feel that during this mission, I was too dependent on interpreters.	6	3.8	1.47	70.8	-	33.3	-	16.7	50.0
7.	My unit frequently uses interpreters when outside the normal AOR.	6	4.7	0.52	91.7	-	-	-	33.3	66.7

Table H26: Beliefs about Proficiency.

Directions: Respond to the following items based on your skills related to your official or required language.		
1. Do you have any level of proficiency in a language other than English?	N	Percentage
Yes	13	92.9
No	1	7.1

Table H27: Beliefs about Proficiency.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Always
2.	I feel confident in my ability to use military terminology in the language required by my AOR assignment.	13	3.1	1.19	51.9	7.7	23.1	38.5	15.4	15.4
3.	I feel confident in my ability to satisfy minimum courtesy requirements and maintain very simple face-to-face conversations on familiar topics in the language required by my AOR assignment.	13	3.9	1.04	73.1	-	7.7	30.8	23.1	38.5
4.	I feel confident in my ability to participate in informal conversations on practical, social, and professional topics in the language required by my AOR assignment.	13	3.2	1.30	55.8	7.7	23.1	30.8	15.4	23.1

Table H28: Official Language Testing.

1. Have you taken the Defense Language Proficiency Test (DLPT) in the past four years?	N	Percentage
Yes	10	76.9
No	3	23.1
2. Are you currently required to take the DLPT annually?	N	Percentage
Yes	9	90.0
No	1	10.0

Table H29: Official Language Testing.

3. What is your current official or required AOR language?	N	Percentage
German	2	20.0
Korean	1	10.0
Spanish	5	50.0
Thai	1	10.0

Table H30: Official Language Testing.

4. When was the last time that you took the DLPT in your current official or required AOR language?	N	Percentage
2004	4	40.0
2003	5	50.0
2002	1	10.0
2001	-	-
Prior to 2001	-	-
5. What is your level of proficiency in your current official or required AOR language according to your most recent DLPT score? (Listening)	N	Percentage
0	1	10.0
0+	3	30.0
1	1	10.0
1+	1	10.0
2	3	30.0
2+	1	10.0
3	-	-
6. What is your level of proficiency in your current official or required AOR language according to your most recent DLPT score? (Reading)	N	Percentage
0	-	-
0+	1	10.0
1	2	20.0
1+	3	30.0
2	1	10.0
2+	1	10.0
3	2	20.0

Table H31: Official Language Testing.

5. Have you ever taken an Oral Proficiency Interview (OPI)?	N	Percentage
Yes	4	40.0
No	6	60.0

Table H32: Official Language Testing.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
6.	The content of the DLPT is clearly related to what I do during deployment.	9	2.1	0.93	27.8	22.2	55.6	11.1	11.1	-
7.	My DLPT scores accurately reflect my ability to use language while on the job.	10	2.7	1.25	42.5	20.0	30.0	10.0	40.0	-
8.	Operators who perform well on the DLPT are more likely to successfully use language in the field.	10	3.4	1.17	60.0	10.0	10.0	20.0	50.0	10.0
9.	If my score on the DLPT is too high, my chain of command will take unfair advantage of me.	10	2.0	0.47	25.0	10.0	80.0	10.0	-	-
10.	I marked the same answer for every question on the DLPT to get it over with quickly.	10	1.3	0.48	7.5	70.0	30.0	-	-	-
11.	I have memorized the answers to the DLPT since it never changes.	10	1.5	0.53	12.5	50.0	50.0	-	-	-
12.	The OPI (Oral Proficiency Interview) is more related to mission performance than the DLPT.	6	3.8	0.75	70.8	-	-	33.3	50.0	16.7

Table H33: Foreign Language Proficiency Pay.

Directions: Please respond to the following items regarding Foreign Language Proficiency Pay (FLPP)		
1. Have you received Foreign Language Proficiency Pay (FLPP) in the past four years?	N	Percentage
Yes	3	23.1
No	10	76.9
2. Do you currently receive Foreign Language Proficiency Pay (FLPP)?	N	Percentage
Yes	3	23.1
No	10	76.9

Table H34: Foreign Language Proficiency Pay.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3.	FLPP motivates me to acquire new language skills during personal time.	10	3.9	1.20	72.5	-	20.0	10.0	30.0	40.0
4.	FLPP motivates me to maintain my current level of language skills during personal time.	10	3.8	1.40	70.0	-	30.0	10.0	10.0	50.0
5.	Procedures for allocating FLPP are fair.	10	3.1	1.20	52.5	10.0	20.0	30.0	30.0	10.0
6.	Procedures for receiving FLPP are straight-forward and simple.	11	3.1	1.45	52.3	18.2	18.2	18.2	27.3	18.2
7.	I believe the amount of my FLPP reflects the effort that I have put into learning or maintaining a language.	9	2.6	1.13	38.9	22.2	22.2	33.3	22.2	-

Table H35: Foreign Language Proficiency Pay.

8. FLPP would be more motivating if.... (check all that apply)	N	Percentage
The amounts were increased (e.g. more money).	9	64.3
It was paid for lower proficiency levels.	6	42.9
It was paid once per year as a bonus.	-	-
We could get FLPP for speaking proficiency.	8	57.1
The Unit would provide more resources for language training.	8	57.1
The Unit would provide more time for language training.	8	57.1
I had been trained to a higher level during initial acquisition.	9	64.3

Table H36: Language Training.

1. Indicate the military-provided training for your current, official, or required language that you have received in the PAST FOUR YEARS?	N	Percentage
Initial Acquisition Training	4	28.6
Sustainment/Enhancement Training	2	14.3
Both of the above	1	7.1
Neither of the above	7	50.0
2. Have you participated in military-provided immersion training?	N	Percentage
Yes	3	21.4
No	11	78.6
3. Have you EVER received language training paid for and/or sponsored by the military or government?	N	Percentage
Yes	8	57.1
No	6	42.9

Table H37: Initial Acquisition Language Training.

Directions: Answer the following questions about your initial acquisition language training in your official or required language.		
1. What was the source of your initial acquisition language training?	N	Percentage
DLI (at Monterey, California)	-	-
USAJFKSWCS	5	100.0
Unit/Command Language Program (CLP)	-	-
DLI (at Washington, DC)	-	-
2. What was the instructional mode of your initial acquisition language training?	N	Percentage
Classroom	5	100.0
Classroom followed by immersion	-	-
DL (i.e., distance/distributive learning)	-	-

Table H38: Initial Acquisition Language Training.

Answer the following about your instructor(s)...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3.	My instructor was effective in preparing me to use my language skills.	5	3.6	0.89	65.0	-	-	60.0	20.0	20.0
4.	It was clear that the instructor incorporated SOF considerations in his/her teaching objectives (e.g. mission language requirements).	5	2.8	1.64	45.0	20.0	40.0	-	20.0	20.0
5.	My instructor utilized current examples from TV, movies, radio, magazines, and newspapers to teach the language.	5	2.8	1.64	45.0	20.0	40.0	-	20.0	20.0
6.	My instructor was knowledgeable about how the language is currently used.	5	4.0	1.22	75.0	-	20.0	-	40.0	40.0
7.	The instructor encouraged students to speak in the target language.	5	4.2	0.45	80.0	-	-	-	80.0	20.0

Table H39: Initial Acquisition Language Training.

Answer the following about the curriculum...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
8.	The primary emphasis of the curriculum was on the formal language.	5	4.4	0.55	85.0	-	-	-	60.0	40.0
9.	The curriculum included slang and/or street language.	5	2.6	1.34	40.0	20.0	40.0	-	40.0	-
10.	The materials used in training were free from error.	5	2.4	1.14	35.0	20.0	40.0	20.0	20.0	-
11.	The curriculum included instruction and practice in all four skill modalities (i.e. reading, writing, speaking, and listening).	5	3.8	1.10	70.0	-	20.0	-	60.0	20.0
12.	The curriculum covered the vocabulary necessary for my job and missions.	5	2.6	0.89	40.0	-	60.0	20.0	20.0	-
13.	The curriculum was pre-packaged and not customized to SOF.	5	3.8	0.84	70.0	-	-	40.0	40.0	20.0
14.	The course would have been more effective if we had covered less content in more detail.	5	2.8	0.84	45.0	-	40.0	40.0	20.0	-

Table H40: Sustainment/Enhancement Language Training.

Directions: Answer the following questions about your sustainment/enhancement language training in your official or required language.		
1. What was the source of your sustainment/enhancement language training?	N	Percentage
DLI (at Monterey, California)	-	-
Unit/Command Language Program (CLP)	3	100.0
DLI (at Washington, DC)	-	-
Self-Study	-	-
2. What was the instructional mode of your sustainment/enhancement language training?	N	Percentage
Language Lab	1	33.3
Distance Learning (DL)	-	-
College classes	-	-
Immersion	1	33.3
Classroom (DLI/Unit)	-	-
Language days/activities	1	33.3
Tutoring	-	-
Other	-	-
3. Did you have an instructor for your sustainment/enhancement language training?	N	Percentage
Yes	2	66.7
No	1	33.3

Table H41: Sustainment/Enhancement Language Training.

Answer the following about your instructor(s)...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4.	My instructor was effective in preparing me to use my language skills.	2	4.5	0.71	87.5	-	-	-	50.0	50.0
5.	It was clear that the instructor incorporated SOF considerations in his/her teaching objectives (e.g. mission language requirements).	2	3.5	2.12	62.5	-	50.0	-	-	50.0
6.	My instructor utilized current examples from TV, movies, radio, magazines, and newspapers to teach the language.	2	3.5	2.12	62.5	-	50.0	-	-	50.0
7.	My instructor was knowledgeable about how the language is currently used.	2	4.5	0.71	87.5	-	-	-	50.0	50.0
8.	The instructor encouraged students to speak in the target language.	2	5.0	0.00	100.0	-	-	-	-	100.0

Table H42: Sustainment/Enhancement Language Training.

Answer the following about the curriculum...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
9.	The primary emphasis of the curriculum was on the formal language.	3	3.7	1.53	66.7	-	33.3	-	33.3	33.3
10.	The curriculum included slang and/or street language.	3	3.0	1.73	50.0	-	66.7	-	-	33.3
11.	The materials used in training were free from error.	3	3.0	1.00	50.0	-	33.3	33.3	33.3	-
12.	The curriculum included instruction and practice in all four skill modalities (i.e. reading, writing, speaking, and listening).	3	4.0	0.00	75.0	-	-	-	33.3	-
13.	The curriculum covered the vocabulary necessary for my job and missions.	3	3.7	1.53	66.7	-	33.3	-	33.3	33.3
14.	The curriculum was pre-packaged and not customized to SOF.	3	2.7	1.15	41.7	-	66.7	-	33.3	-
15.	The course would have been more effective if we had covered less content in more detail.	3	2.7	0.58	41.7	-	33.3	66.7	-	-

Table H43: Immersion Training.

Directions: When answering these questions, think about the most recent immersion training that you have had.		
1. How many weeks was your immersion training?	N	Percentage
0-2 weeks	-	-
3-4 weeks	1	50.0
5-6 weeks	-	-
7-10 weeks	-	-
11-20 weeks	1	50.0
3. What kind of immersion training was it?	N	Percentage
Iso-immersion (i.e., CONUS)	-	-
Immersion training (i.e., OCONUS)	2	100.0

Table H44: Immersion Training.

4. What language were you studying during immersion training?	N	Percentage
Korean	2	100.0

Table H45: Immersion Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
5.	My language proficiency improved as a result of immersion training.	2	5.0	0.00	100.0	-	-	-	-	100.0
6.	I would have benefited more from immersion training if my initial proficiency was higher.	2	4.0	0.00	75.0	-	-	-	100.0	-
7.	Immersion training is the most effective way to acquire language skills.	2	4.5	0.71	87.5	-	-	-	50.0	50.0
8.	I think that OCONUS immersion training is a boondoggle.	2	1.0	0.00	0.0	100.0	-	-	-	-

Table H46: Training Effectiveness on Deployment.

Directions: answer the following questions related to your most recent training experience in which you were deployed in that language after training (i.e. took a course and deployed)		
1. Please indicate your most recent training experience in which you were deployed in that language after training:	N	Percentage
Initial acquisition language training	2	28.6
Sustainment/enhancement training in official or required AOR language	4	57.1
Pre-deployment training in language outside AOR (e.g., GWOT language)	1	14.3

Table H47: Training Effectiveness on Deployment.

Directions: Answer the following questions related to your most recent training experience in which you were deployed in that language after training (i.e. took a course and deployed).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2.	The language training I received prepared me for situations that I commonly encountered while deployed or on the mission.	6	3.3	0.82	58.3	-	16.7	33.3	50.0	-
3.	As a result of language training, I had no problem(s) speaking with local people, asking directions, giving commands, and reserving lodging.	6	3.5	1.22	62.5	-	33.3	-	50.0	16.7
4.	As a result of language training, I had no problem(s) building rapport/trust with local people.	6	3.5	1.22	62.5	-	33.3	-	50.0	16.7
5.	As a result of language training, I had no problem (s) reading street signs, warning markers, graffiti, important documents, and news.	6	3.2	1.17	54.2	-	33.3	33.3	16.7	16.7
6.	As a result of language training, I had no problem(s) listening to local people, answering their questions, and following local news programs.	6	2.5	0.84	37.5	-	66.7	16.7	16.7	-
7.	While deployed, I encountered situations where I felt that more substantial language training should have been required.	6	4.7	0.82	91.7	-	-	16.7	-	83.3

Table H48: Training Effectiveness on Deployment.

Directions: Answer the following questions related to your most recent training experience in which you were deployed in that language after training (i.e. took a course and deployed).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
8.	I was taught in the most up-to-date form of the language (i.e. how the language is currently used).	6	3.8	0.41	70.8	-	-	16.7	83.3	-
9.	While deployed, I found that I received incorrect information during language training.	6	2.3	1.03	33.3	16.7	50.0	16.7	16.7	-

Table H49: General Attitudes toward Language Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I believe that official language training is essential for success on the job.	14	4.1	1.41	78.6	14.3	-	-	28.6	57.1
2.	I do not believe the official language training focuses on the language skills and mission situations important to SOF.	13	2.8	1.36	44.2	23.1	23.1	15.4	30.8	7.7
3.	I would sacrifice some of the training allocated to my SOF skills training (e.g. weapons training) to shift to language proficiency.	14	3.6	1.15	66.1	7.1	7.1	21.4	42.9	21.4
4.	I do not put much effort into language training.	13	2.5	1.05	36.5	23.1	23.1	38.5	15.4	-
5.	I want to succeed in language training so that I will do well on missions.	14	4.5	0.52	87.5	-	-	-	50.0	50.0
6.	I am motivated to succeed in language training because I want to receive FLPP.	14	3.6	1.28	66.1	-	28.6	14.3	21.4	35.7
7.	I am motivated to succeed in language training because I am accountable to my team for my language abilities.	13	4.2	1.07	78.8	-	15.4	-	38.5	46.2
8.	I would be more motivated to perform well in language training if it was a criteria for promotions or would be used in future decisions about my job.	14	3.4	1.34	60.7	-	35.7	21.4	7.1	35.7
9.	Language training will make a good addition to my resume.	14	4.1	1.00	76.8	-	7.1	21.4	28.6	42.9
10.	My chain of command cares about my language proficiency.	13	2.8	1.24	44.2	23.1	15.4	23.1	38.5	-

Table H50: Attitudes toward Immersion Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
11.	I am often pulled out of language training for non-critical details.	9	2.8	1.30	44.4	11.1	44.4	11.1	22.2	11.1
12.	My chain of command will make the sacrifices necessary to ensure that I sustain my language proficiency.	12	2.5	1.17	37.5	25.0	25.0	25.0	25.0	-
13.	Maintaining proficiency in my core SOF skills does not leave time for maintaining appropriate language proficiency.	14	2.7	1.38	42.9	21.4	28.6	21.4	14.3	14.3
14.	With the current OPTEMPO, sustainment/enhancement training in my official language is impossible.	12	3.2	1.34	54.2	8.3	25.0	33.3	8.3	25.0
15.	I would put more effort into language training if the resources were more accessible.	13	4.0	1.15	75.0	7.7	-	15.4	38.5	38.5
16.	Selection for OCONUS immersion training is fair.	13	3.1	1.66	51.9	30.8	7.7	7.7	30.8	23.1
18.	OCONUS immersion training should occur regularly as part of sustainment/enhancement training.	14	4.4	1.09	85.7	7.1	-	-	28.6	64.3
19.	OCONUS immersion training is used (viewed) as a motivating reward rather than for skill enhancement.	13	3.2	1.36	55.8	15.4	15.4	15.4	38.5	15.4
20.	My command thinks that OCONUS immersion training is a boondoggle.	10	3.0	1.41	50.0	20.0	10.0	40.0	10.0	20.0
21.	CONUS iso-immersion is equally as effective as OCONUS immersion.	11	1.6	0.92	15.9	63.6	9.1	27.3	-	-

Table H51: Technology-Delivered Training.

Directions: Answer the following questions regarding your opinions and experiences with technology.		
1. Have you ever used technology-delivered training (Examples: Computer based training, video teleconferencing, distance/distributive learning, self-paced language learning software, etc.)?	N	Percentage
Yes	6	75.0
No	2	25.0

Table H52: Technology-Delivered Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2.	I believe that classroom training is more useful than technology-delivered training (TDT) for the initial acquisition of a language.	7	3.7	1.25	67.9	-	14.3	42.9	-	42.9
3.	I would be likely to use TDT options if they were available.	7	3.7	0.76	67.9	-	-	42.9	42.9	14.3
4.	I believe that TDT means that I will be completing training on my own time/ at home (e.g. not duty time).	7	3.6	0.98	64.3	-	14.3	28.6	42.9	14.3
5.	I believe that TDT is used most effectively when supplementing classroom instruction.	7	4.1	0.69	78.6	-	-	14.3	57.1	28.6
6.	I would be more likely to use TDT if it was scheduled (i.e., on duty time) versus when it is on my own time (i.e., not duty time).	7	4.0	0.58	75.0	-	-	14.3	71.4	14.3
7.	I believe that TDT is an effective way to learn language skills.	7	2.9	0.69	46.4	-	28.6	57.1	14.3	-
8.	I believe that TDT is an effective way to sustain/enhance my language skills.	7	3.6	0.79	64.3	-	14.3	14.3	71.4	-
9.	I believe that TDT is only effective when trainees are motivated.	7	4.1	0.69	78.6	-	-	14.3	57.1	28.6
10.	I have heard of the SOFTS (Special Operations Forces Training System) program where SOF personnel can take a class with a live instructor over the internet using PC-based tele-conferencing.	6	2.0	1.10	25.0	33.3	50.0	-	16.7	-
11.	I would participate in SOFTS if I had the opportunity.	7	4.0	0.58	75.0	-	-	14.3	71.4	14.3

Table H53: Technology-Delivered Training.

I am more likely to use TDT rather than face-to-face (i.e. classroom) instruction because TDT...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
12.	Provides the convenience of working at home.	8	3.6	0.74	65.6	-	-	50.0	37.5	12.5
13.	Allows you to complete training at your own pace.	8	3.8	0.71	68.8	-	-	37.5	50.0	12.5
14.	Reduces external pressures such as live instructors or peers.	8	3.3	1.28	56.3	12.5	12.5	25.0	37.5	12.5

Table H54: Technology-Delivered Training.

Directions: Answer the following questions regarding your opinions and experiences with technology.		
15. Have you ever used machine language translation (MLT) devices (Example: Phraselator or Voice Response Translator (VRT))?	N	Percentage
Yes	1	12.5
No	7	87.5
16. Have you ever used the Phraselator?	N	Percentage
Yes	2	25.0
No	6	75.0
17. Have you ever used the VRT?	N	Percentage
Yes	-	-
No	8	100.0
18. Have you ever used S-Minds?	N	Percentage
Yes	-	-
No	8	100.0

Table H55: Technology-Delivered Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
19.	I believe that MLT is an effective way to communicate.	4	2.5	1.00	37.5	25.0	-	75.0	-	-
20.	I believe that MLT is effective for the SOF core tasks I conduct that require language capability.	4	2.3	0.96	31.3	25.0	25.0	50.0	-	-
21.	I believe that MLT shows promise for the future.	4	3.0	1.41	50.0	25.0	-	25.0	50.0	-
22.	I believe that MLT cannot replace language trained operators.	4	3.0	1.41	50.0	25.0	-	25.0	50.0	-

Table H56: Organizational Climate and Support.

Directions: Answer the following questions regarding organizational climate and support.							
Rate your command on how well it does on each of the following:		N	Percentage (%) of Responses				
			A (Excellent)	B (Above Average)	C (Average)	D (Below Average)	F (Fail)
1.	Allocating duty hours/weeks to language training or language practice.	14	7.1	21.4	7.1	28.6	35.7
2.	Encouraging the use of your language during non-language training.	14	7.1	7.1	21.4	21.4	42.9
3.	Placing command emphasis on language proficiency.	14	7.1	7.1	21.4	21.4	42.9
4.	Providing support to help you acquire and maintain enough proficiency to qualify for FLPP.	14	7.1	7.1	21.4	12.4	42.9
5.	Providing recognition and awards related to language.	14	-	-	28.6	28.6	42.9
6.	Providing language learning materials.	14	-	14.3	35.7	21.4	28.6
7.	Ensuring quality language instruction is available.	14	7.1	7.1	21.4	28.6	35.7
8.	Ensuring pre-deployment training is available.	14	14.3	7.1	28.6	21.4	28.6
9.	Placing command emphasis on taking the DLPT on time.	14	14.3	14.3	21.4	7.1	42.9
10.	Finding ways to increase time for language training.	14	-	14.3	21.4	21.4	42.9
11.	Ensuring that personnel in language training are not pulled for non-critical details.	14	14.3	7.1	28.6	14.3	35.7

Table H57: Language and Attrition.

Directions: Answer the following questions regarding language and its relation to attrition.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I intend to leave SOF if I am unable to get the language training I need.	13	2.1	1.04	26.9	23.1	61.5	7.7	-	7.7
2.	I have considered leaving SOF to pursue a job in the civilian world where my language skills will be highly compensated.	12	2.6	1.51	39.6	25.0	41.7	-	16.7	16.7
3.	My decision to re-enlist in SOF is based in part on issues relating to language proficiency and language training.	8	2.5	1.20	37.5	25.0	25.0	25.0	25.0	-
4.	I intend to leave SOF if language requirements are increased.	13	1.5	0.52	13.5	46.2	53.8	-	-	-
5.	I am likely to re-enlist in SOF.	6	4.2	1.60	79.2	16.7	-	-	16.7	66.7

Table H58: Demographics.

To which military branch of service are you assigned?	N	Percentage
Air Force	-	-
Army	14	100.0
Navy	-	-
Have you been deployed with a SOF Unit in the past four (4) years?	N	Percentage
Yes	10	71.4
No	4	28.6
How many years of total service in SOF do you have?	N	Percentage
Less than one year	2	15.4
1-4 years	8	61.5
5-8 years	1	7.7
9-12 years	1	7.7
12-16 years	1	7.7
17-20 years	-	-
More than 20 years	-	-
How long have you been working in your current job?	N	Percentage
Less than one year	6	42.9
1-4 years	7	50.0
5-8 years	-	-
9-12 years	1	7.1
12-16 years	-	-
17-20 years	-	-
More than 20 years	-	-

Table H59: Demographics.

What is your current official or required language?	N	Percentage
French	1	8.3
German	2	16.7
Korean	1	8.3
Modern Standard Arabic	2	16.7
Spanish	5	41.7
Thai	1	8.3

Table H60: Demographics.

What other languages are you proficient in besides your current official or required language?	N	Percentage
Korean	1	33.3
Portuguese (Brazilian)	2	66.7

Table H61: Demographics.

How long have you been deployed in the last 12 months?	N	Percentage
Have not been deployed	4	28.6
1-2 months	-	-
3-4 months	1	7.1
5-6 months	2	14.3
More than 6 months	7	50.0
How many times have you been deployed on exercises or operations in your AOR? Include all deployments during your career.	N	Percentage
Have not been deployed	4	28.6
1-2 times	3	21.4
3-4 times	3	21.4
5-6 times	-	-
More than 6 times	4	28.6
How many times have you been deployed on exercises or operations outside of your AOR? Include all deployments during your career.	N	Percentage
Have not been deployed	2	14.3
1-2 times	7	50.0
3-4 times	3	21.4
5-6 times	-	-
More than 6 times	2	14.3

Table H62: Demographics.

Which operator type best describes you?	N	Percentage
CA AC	14	100.0

Table H63: Demographics.

What is your grade?	N	Percentage
E4	1	8.3
E6	3	25.0
E7	2	16.7
O-3	2	16.7
O-4	3	25.0
O-5	1	8.3

Table H64: Demographics.

Are you currently on active duty?	N	Percentage
Yes	12	85.7
No	2	14.3
Are you a member of the Reserves/National Guard?	N	Percentage
Yes	3	21.4
No	11	78.6

Appendix I: Findings for Civil Affairs Reserve Component²⁸⁵

²⁸⁵ This group includes individuals who indicated CA RC as their SOF personnel type.

Table I1: General Language Requirements.

1. Think about the use of street dialect (e.g. blue-collar/slang) in conversation with people in the deployment location. Example: Asking for directions from or giving important instructions to the typical person you encounter while deployed.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you use this street dialect?	28	3.6	1.03	65.2	-	14.3	35.7	25.0	25.0
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is street dialect to completing SOF core tasks?	28	3.1	1.03	52.7	3.6	21.4	50.0	10.7	14.3

Table I2: General Language Requirements.

2. Think about giving commands in a direct action scenario in the deployment language. Example: "Get down!" or "Drop the weapon!"										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you give this type of command?	28	2.7	1.16	42.0	10.7	42.9	25.0	10.7	10.7
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is giving this type of command?	28	3.5	1.04	63.4	-	14.3	42.9	17.9	25.0

Table I3: General Language Requirements.

3. Think about the use of formal language in conversation with people in the deployment location. Example: Giving a thank you speech to local country hosts or conducting business negotiations with officials.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you use this formal language?	28	3.2	1.23	55.4	7.1	25.0	25.0	25.0	17.9
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is formal language to completing SOF core tasks?	28	3.5	0.92	63.4	-	10.7	42.9	28.6	17.9

Table I4: General Language Requirements.

4. Think about the use of language in building rapport with people in the deployment location. Example: The initial meeting with the local militia leader.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	28	3.9	1.05	73.2	-	10.7	25.0	25.0	39.3
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	28	4.2	0.94	79.5	-	3.6	25.0	21.4	50.0

Table I5: General Language Requirements.

5. Think about the use of military or technical vocabulary in conversation with people in the deployment location. Example: Training local mechanics, policemen, or soldiers.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you use military-technical vocabulary?	28	2.7	1.05	42.9	10.7	32.1	39.3	10.7	7.1
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this vocabulary to completing SOF core tasks?	28	3.0	1.04	49.1	3.6	32.1	39.3	14.3	10.7

Table I6: General Language Requirements.

6. Think about reading in the language of the deployment country. Examples: Identifying important documents, reading signs/graffiti, and navigation.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	28	3.7	1.24	67.9	3.6	17.9	17.9	25.0	35.7
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	28	3.8	1.19	70.5	3.6	10.7	25.0	21.4	39.3

Table I7: General Language Requirements.

7. Think about writing in the language of the deployment country. Example: Making written arrangements (contracts) with local officials, writing an operations order, or writing a list of supplies for a local guide to purchase.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	27	2.9	1.24	48.1	11.1	33.3	18.5	25.9	11.1
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	27	2.8	1.12	44.4	7.4	44.4	18.5	22.2	7.4

Table I8: General Language Requirements.

8. Think about listening to conversations or broadcasts in the language of the deployment country. Example: Listening to conversations at a café or a radio broadcast to determine local support for your presence.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	27	3.7	1.07	66.7	-	14.8	33.3	22.2	29.6
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	27	3.6	1.05	63.9	-	18.5	29.6	29.6	22.2

Table I9: General Language Requirements.

9. Which statement best describes the level of language proficiency ideal for your typical tasks and duties?	N	Percentage
None	-	-
Asking directions; reading street signs or a map; giving basic commands; using simple common courtesy phrases and questions ("tourist guide" phrases); limited knowledge of the culture.	3	10.7
Asking and responding to questions beyond the standard "tourist guide" phrases; limited conversation/dialogue; listening and understanding the typical radio/TV broadcasts or conversation; getting the gist of newspaper headlines or articles; working knowledge and understanding of the culture.	9	32.1
Extended dialogue/conversation on a variety of topics; reading important documents or the local newspaper with a good understanding; listening and understanding most conversations or broadcasts; and ability to understand culturally appropriate humor and metaphors.	13	46.4
Negotiations; persuading others with complex issues or thoughts; writing contracts or complex messages; reading very sophisticated or technical materials; complete comprehension of conversations and broadcasts; confidence in all levels of conversation; and ability to use culturally appropriate humor and metaphors.	3	10.7

Table I10: Mission-based Language Requirements.

1. What was your primary SOF core task on this deployment?	N	Percentage
Civil Affairs Operations (CAO)	28	100.0
2. Was this mission inside or outside your AOR?	N	Percentage
Inside AOR	15	53.6
Outside AOR	13	46.4

Table I11: Mission-based Language Requirements.

3. Which statements best describes the level of language proficiency ideal for you tasks and duties on this mission?	N	Percentage
None	-	-
Asking directions; reading street signs or a map; giving basic commands; using simple common courtesy phrases and questions ("tourist guide" phrases); limited knowledge of the culture.	4	14.3
Asking and responding to questions beyond the standard "tourist guide" phrases; limited conversation/dialogue; listening and understanding the typical radio/TV broadcasts or conversation; getting the gist of newspaper headlines or articles; working knowledge and understanding of the culture.	7	25.0
Extended dialogue/conversation on a variety of topics; reading important documents or the local newspaper with a good understanding; listening and understanding most conversations or broadcasts; and ability to understand culturally appropriate humor and metaphors.	13	46.4
Negotiations; persuading others with complex issues or thoughts; writing contracts or complex messages; reading very sophisticated or technical materials; complete comprehension of conversations and broadcasts; confidence in all levels of conversation; and ability to use culturally appropriate humor and metaphors.	4	14.3
4. Which of the following language-related tasks were required for this mission?	N	Percentage
Topic specific instruction; teaching a class on how to employ and maintain equipment, teaching tactics, explaining the role and function of staff personnel.	-	-
Establishing and building rapport and some level of trust with a political or military figure.	16	57.1
Both a and b	10	35.7
Neither a and b	2	7.1
5. How long were you deployed in this country?	N	Percentage
Less than 3 months	2	7.1
3 – 6 months	1	3.6
6 – 12 months	17	60.7
Over 12 months	8	28.6

Table I12: Mission-based Language Requirements.

How much did the mission require you to use the following in the deployment language?		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Always
6.	Military-specific language	27	2.1	0.82	28.7	22.2	44.4	29.6	3.7	-
7.	Formal language	28	2.7	0.90	42.9	14.3	14.3	57.1	14.3	-
8.	Slang/street language	28	3.3	0.93	56.3	3.6	17.9	32.1	42.9	3.6
9.	Local dialect	28	3.3	1.35	56.3	17.9	10.7	14.3	42.9	14.3
10.	Speaking skills	28	3.5	1.14	61.6	10.7	3.6	28.6	42.9	14.3
11.	Listening skills	28	3.6	1.23	65.2	10.7	3.6	25.0	35.7	25.0
12.	Reading skills	28	2.5	1.10	38.4	21.4	25.0	35.7	14.3	3.6
13.	Writing skills	28	1.9	0.94	23.2	35.7	42.9	17.9	-	3.6
14.	Job aids (Example: note cards or Kwikpoint, but not interpreters)	25	2.1	1.09	28.0	36.0	32.0	16.0	16.0	-
15.	Interpreters	28	4.4	0.92	84.8	3.6	-	7.1	32.1	57.1

Table I13: Mission-based Language Requirements.

Please rate the following on a scale of Strongly Disagree to Strongly Agree		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
16.	I was well prepared for this deployment in terms of language and cultural understanding.	28	2.5	1.26	38.4	21.4	39.3	10.7	21.4	7.1
17.	I used my language skills frequently while on this deployment.	26	3.7	1.29	66.3	11.5	7.7	11.5	42.3	26.9

Table I14: Mission-based Language Requirements.

How important do you believe language proficiency is for...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Not Important	Low Importance	Important	High Importance	Critical
18.	Building rapport/trust	28	4.4	0.57	84.8	-	-	3.6	53.6	42.9
19.	Training or teaching others	26	3.8	1.06	70.2	-	11.5	30.8	23.1	34.6
20.	Reducing need for interpreters/translators	27	3.7	1.06	68.5	-	14.8	25.9	29.6	29.6
21.	Logistics (i.e. saving time or convenience in getting things done)	28	3.6	0.96	64.3	-	7.1	53.6	14.3	25.0
22.	Timely identification of important documents	28	3.4	1.22	58.9	7.1	14.3	39.3	14.3	25.0
23.	Giving basic commands	28	3.8	0.94	70.5	-	7.1	32.1	32.1	28.6
24.	Discrete eavesdropping	28	4.0	1.12	75.0	3.6	7.1	17.9	28.6	42.9
25.	Increasing situational awareness	28	4.2	0.61	79.5	-	-	10.7	60.7	28.6
26.	Maintaining control in hostile confrontations	28	3.9	1.11	71.4	3.6	7.1	25.0	28.6	35.7
27.	Persuading people to provide sensitive information	28	3.8	0.97	68.8	-	10.7	28.6	35.7	25.0
28.	Negotiations	27	4.0	0.90	75.9	-	3.7	25.9	33.3	37.0

Table I15: Use of Interpreters.

1. Have you used an interpreter on a mission in the past four years?	N	Percentage
Yes	27	96.4
No	1	3.6

Table I16: Use of Interpreters.

Directions: Answer the following questions about your experiences with interpreters on your missions. Think about this across all of your deployments inside and outside your AOR (i.e., your unit's normal area of responsibility).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
1.	How often do you use CAT I interpreters (i.e. Local hire, indigenous personnel, not vetted; OR a US citizen, not vetted)?	27	4.4	0.89	85.2	-	3.7	14.8	18.5	63.0
2.	How often do you use CAT II/III interpreters (i.e. US citizen with a secret OR top secret clearance)?	27	2.5	1.31	38.0	25.9	29.6	22.2	11.1	11.1

Table I17: Use of Interpreters.

Directions: Answer the following questions about your experiences with interpreters on your missions. Think about this across all of your deployments inside and outside your AOR (i.e., your unit's normal area of responsibility).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3.	If I were more proficient in my current or official language, I would be less likely to rely on interpreters.	27	4.3	0.98	81.5	3.7	3.7	3.7	40.7	48.1
4.	In my experiences, I have observed situations where interpreters have compromised the mission outcome.	27	3.6	1.11	65.7	3.7	14.8	18.5	40.7	22.2
5.	I use interpreters only when advanced/high levels of proficiency are required.	27	2.6	1.08	40.7	14.8	33.3	29.6	18.5	3.7
6.	It would have been useful to receive training on using interpreters prior to deployment.	25	3.5	1.05	63.0	4.0	8.0	40.0	28.0	20.0
7.	Interpreters are essential for carrying out missions.	27	4.1	0.92	76.9	-	7.4	14.8	40.7	37.0
8.	I feel our unit is too dependent on interpreters.	27	4.3	0.95	82.4	-	7.4	11.1	25.9	55.6
9.	My unit frequently uses interpreters when deployed inside the normal AOR.	25	4.1	1.05	78.0	-	16.0	-	40.0	44.0
10.	I can be as effective on my missions without an interpreter.	27	2.0	1.16	25.9	37.0	40.7	11.1	3.7	7.4
11.	In my experience, most interpreters were trustworthy.	27	3.5	1.01	62.0	3.7	14.8	22.2	48.1	11.1
12.	In my experience, most interpreters were competent.	27	3.7	0.92	66.7	3.7	7.4	18.5	59.3	11.1

Table I18: Outside AOR Deployment.

1. Have you been deployed out of your unit's normal Area of Responsibility (AOR) in the past four years?	N	Percentage
Yes	14	50.0
No	14	50.0

Table I19: Outside AOR Deployment.

Directions: Answer these questions according to your most recent deployment outside of your unit's AOR or normal area of responsibility (e.g., GWOT mission).		
1. Which statement best describes the level of language proficiency ideal for you tasks and duties on this mission?	N	Percentage
None	1	7.1
Asking directions; reading street signs or a map; giving basic commands; using simple common courtesy phrases and questions ("tourist guide" phrases); limited knowledge of the culture.	2	14.3
Asking and responding to questions beyond the standard "tourist guide" phrases; limited conversation/dialogue; listening and understanding the typical radio/TV broadcasts or conversation; getting the gist of newspaper headlines or articles; working knowledge and understanding of the culture.	6	42.9
Extended dialogue/conversation on a variety of topics; reading important documents or the local newspaper with a good understanding; listening and understanding most conversations or broadcasts; and ability to understand culturally appropriate humor and metaphors.	4	28.6
Negotiations; persuading others with complex issues or thoughts; writing contracts or complex messages; reading very sophisticated or technical materials; complete comprehension of conversations and broadcasts; confidence in all levels of conversation; and ability to use culturally appropriate humor and metaphors.	1	7.1
2. Which of the following language-related tasks were required for this mission?	N	Percentage
Topic specific instruction; teaching a class on how to employ and maintain equipment, teaching tactics, explaining the role and function of staff personnel.	1	7.1
Establishing and building rapport and some level of trust with a political or military figure.	7	50.0
Both a and b	5	35.7
Neither a and b	1	7.1

Table I20: Outside AOR Deployment.

Directions: Answer these questions according to your most recent deployment outside of your unit's AOR or normal area of responsibility (e.g., GWOT mission).		
3. How long were you deployed in this country?	N	Percentage
Less than 3 months	-	-
3 – 6 months	-	-
6 – 12 months	10	76.9
Over 12 months	3	23.1

Table I21: Outside AOR Deployment.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4.	I was able to meet the language-related requirements of this mission.	12	2.4	0.90	35.4	8.3	58.3	16.7	16.7	-
5.	While on this deployment, I experienced language-related issues or deficiencies.	13	4.2	0.90	78.8	-	7.7	7.7	46.2	38.5
6.	My proficiency in my official or required language suffered because of this deployment.	10	3.0	1.33	50.0	20.0	10.0	30.0	30.0	10.0
7.	I am confident that I will be able to regain my previous proficiency in my official or required language.	10	4.0	0.94	75.0	-	10.0	10.0	50.0	30.0
8.	Prior to deployment, I was proficient in the language required.	10	3.0	1.56	50.0	10.0	50.0	-	10.0	30.0

Table I22: Outside AOR Deployment.

1. I received pre-deployment language training?	N	Percentage
Yes	5	38.5
No	8	61.5

Table I23: Use of Interpreters Outside AOR Deployment.

1. Have you used an interpreter on a mission in the past four years?	N	Percentage
Yes	13	100.0
No	-	-

Table I24: Use of Interpreters Outside AOR Deployment.

1. What type of interpreter was used for this mission?	N	Percentage
CAT I (i.e., Local hire indigenous personnel, not vetted; OR a US citizen not vetted)	9	69.2
CAT II / CAT III (i.e., US citizen with a secret OR top secret clearance)	1	7.7
Both CAT I and CAT II/III	3	23.1

Table I25: Use of Interpreters Outside AOR Deployment.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2.	Using interpreter(s) was essential for carrying out this mission.	13	4.5	0.52	88.5	-	-	-	46.2	53.8
3.	I could have been as effective on this mission without using interpreter(s).	13	2.4	1.19	34.6	15.4	61.5	-	15.4	7.7
4.	The interpreter(s) that I used on this mission was (were) trustworthy.	13	3.6	1.04	65.4	-	23.1	7.7	53.8	15.4
5.	The interpreter(s) that I used on this mission was (were) competent.	13	3.6	1.04	65.4	-	23.1	7.7	53.8	15.4
6.	I feel that during this mission, I was too dependent on interpreters.	13	3.9	0.95	73.1	-	15.4	-	61.5	23.1
7.	My unit frequently uses interpreters when outside the normal AOR.	13	4.4	0.77	84.6	-	-	15.4	30.8	53.8

Table I26: Beliefs about Proficiency.

Directions: Respond to the following items based on your skills related to your official or required language.		
1. Do you have any level of proficiency in a language other than English?	N	Percentage
Yes	42	91.3
No	4	8.7

Table I27: Beliefs about Proficiency.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Always
2.	I feel confident in my ability to use military terminology in the language required by my AOR assignment.	44	2.6	1.20	40.3	20.5	29.5	25.0	18.2	6.8
3.	I feel confident in my ability to satisfy minimum courtesy requirements and maintain very simple face-to-face conversations on familiar topics in the language required by my AOR assignment.	44	3.5	1.39	63.6	11.4	11.4	25.0	15.9	36.4
4.	I feel confident in my ability to participate in informal conversations on practical, social, and professional topics in the language required by my AOR assignment.	44	2.9	1.45	47.2	25.0	15.9	22.7	18.2	18.2

Table I28: Official Language Testing.

1. Have you taken the Defense Language Proficiency Test (DLPT) in the past four years?	N	Percentage
Yes	31	73.8
No	11	26.2
2. Are you currently required to take the DLPT annually?	N	Percentage
Yes	13	44.8
No	16	55.2

Table I29: Official Language Testing.

3. What is your current official or required AOR language?	N	Percentage
Dari	2	6.5
French	4	12.9
German	1	3.2
Korean	1	3.2
Modern Standard Arabic	5	16.1
Pashtu	1	3.2
Persian-Farsi	1	3.2
Russian	3	9.7
Spanish	9	29.0
Tagalog (Filipino)	1	3.2
Italian	1	3.2
Miscellaneous CAT III	1	3.2
Miscellaneous CAT IV	1	3.2

Table I30: Official Language Testing.

4. When was the last time that you took the DLPT in your current official or required AOR language?	N	Percentage
2004	3	10.3
2003	8	27.6
2002	11	37.9
2001	3	10.3
Prior to 2001	4	13.8
5. What is your level of proficiency in your current official or required AOR language according to your most recent DLPT score? (Listening)	N	Percentage
0	2	7.1
0+	2	7.1
1	2	7.1
1+	3	10.7
2	7	25.0
2+	4	14.3
3	8	28.6
6. What is your level of proficiency in your current official or required AOR language according to your most recent DLPT score? (Reading)	N	Percentage
0	2	7.1
0+	1	3.6
1	1	3.6
1+	1	3.6
2	4	14.3
2+	9	32.1
3	10	35.7

Table I31: Official Language Testing.

5. Have you ever taken an Oral Proficiency Interview (OPI)?	N	Percentage
Yes	11	35.5
No	20	64.5

Table I32: Official Language Testing.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
6.	The content of the DLPT is clearly related to what I do during deployment.	31	3.1	1.15	53.2	3.2	38.7	9.7	38.7	9.7
7.	My DLPT scores accurately reflect my ability to use language while on the job.	31	3.4	1.20	59.7	6.5	22.6	12.9	41.9	16.1
8.	Operators who perform well on the DLPT are more likely to successfully use language in the field.	31	3.8	1.20	69.4	6.5	9.7	16.1	35.5	32.3
9.	If my score on the DLPT is too high, my chain of command will take unfair advantage of me.	26	2.0	0.92	26.0	30.8	42.3	19.2	7.7	-
10.	I marked the same answer for every question on the DLPT to get it over with quickly.	29	1.4	0.86	9.5	75.9	17.2	3.4	-	3.4
11.	I have memorized the answers to the DLPT since it never changes.	30	1.6	1.04	14.2	66.7	23.3	-	6.7	3.3
12.	The OPI (Oral Proficiency Interview) is more related to mission performance than the DLPT.	20	3.8	1.12	68.8	5.0	5.0	30.0	30.0	30.0

Table I33: Foreign Language Proficiency Pay.

Directions: Please respond to the following items regarding Foreign Language Proficiency Pay (FLPP)		
1. Have you received Foreign Language Proficiency Pay (FLPP) in the past four years?	N	Percentage
Yes	12	28.6
No	30	71.4
2. Do you currently receive Foreign Language Proficiency Pay (FLPP)?	N	Percentage
Yes	4	9.5
No	38	90.5

Table I34: Foreign Language Proficiency Pay.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3.	FLPP motivates me to acquire new language skills during personal time.	38	2.9	1.37	47.4	18.4	28.9	10.5	28.9	13.2
4.	FLPP motivates me to maintain my current level of language skills during personal time.	35	3.0	1.48	50.0	20.0	22.9	17.1	17.1	22.9
5.	Procedures for allocating FLPP are fair.	36	2.4	1.25	34.0	33.3	22.2	25.0	13.9	5.6
6.	Procedures for receiving FLPP are straight-forward and simple.	37	2.4	1.21	35.1	29.7	24.3	27.0	13.5	5.4
7.	I believe the amount of my FLPP reflects the effort that I have put into learning or maintaining a language.	35	2.4	1.26	35.0	34.3	20.0	20.0	22.9	2.9

Table I35: Foreign Language Proficiency Pay.

8. FLPP would be more motivating if.... (check all that apply)	N	Percentage
The amounts were increased (e.g. more money).	29	63.0
It was paid for lower proficiency levels.	15	32.6
It was paid once per year as a bonus.	5	10.9
We could get FLPP for speaking proficiency.	23	50.0
The Unit would provide more resources for language training.	33	71.7
The Unit would provide more time for language training.	28	60.9
I had been trained to a higher level during initial acquisition.	16	34.8

Table I36: Language Training.

1. Indicate the military-provided training for your current, official, or required language that you have received in the PAST FOUR YEARS?	N	Percentage
Initial Acquisition Training	13	28.3
Sustainment/Enhancement Training	2	4.3
Both of the above	1	2.2
Neither of the above	30	65.2
2. Have you participated in military-provided immersion training?	N	Percentage
Yes	5	10.9
No	41	89.1
3. Have you EVER received language training paid for and/or sponsored by the military or government?	N	Percentage
Yes	19	41.3
No	27	58.7

Table I37: Initial Acquisition Language Training.

Directions: Answer the following questions about your initial acquisition language training in your official or required language.		
1. What was the source of your initial acquisition language training?	N	Percentage
DLI (at Monterey, California)	10	71.4
USAJFKSWCS	2	14.3
Unit/Command Language Program (CLP)	2	14.3
DLI (at Washington, DC)	-	-
2. What was the instructional mode of your initial acquisition language training?	N	Percentage
Classroom	13	92.9
Classroom followed by immersion	-	-
DL (i.e., distance/distributive learning)	1	7.1

Table I38: Initial Acquisition Language Training.

Answer the following about your instructor(s)...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3.	My instructor was effective in preparing me to use my language skills.	13	4.4	0.65	84.6	-	-	7.7	46.2	46.2
4.	It was clear that the instructor incorporated SOF considerations in his/her teaching objectives (e.g. mission language requirements).	13	2.5	1.05	36.5	15.4	46.2	15.4	23.1	-
5.	My instructor utilized current examples from TV, movies, radio, magazines, and newspapers to teach the language.	13	4.2	1.14	78.8	-	15.4	7.7	23.1	53.8
6.	My instructor was knowledgeable about how the language is currently used.	13	4.4	0.87	84.6	-	7.7	-	38.5	53.8
7.	The instructor encouraged students to speak in the target language.	13	4.8	0.44	94.2	-	-	-	23.1	76.9

Table I39: Initial Acquisition Language Training.

Answer the following about the curriculum...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
8.	The primary emphasis of the curriculum was on the formal language.	14	4.2	0.58	80.4	-	-	7.7	64.3	28.6
9.	The curriculum included slang and/or street language.	14	2.9	1.00	48.2	-	50.0	7.1	42.9	-
10.	The materials used in training were free from error.	14	2.1	1.14	26.8	42.9	21.4	21.4	14.3	-
11.	The curriculum included instruction and practice in all four skill modalities (i.e. reading, writing, speaking, and listening).	14	4.0	1.18	75.0	-	21.4	-	35.7	42.9
12.	The curriculum covered the vocabulary necessary for my job and missions.	14	3.6	1.16	64.3	-	28.6	7.1	42.9	21.4
13.	The curriculum was pre-packaged and not customized to SOF.	14	3.5	1.09	62.5	-	21.4	28.6	28.6	21.4
14.	The course would have been more effective if we had covered less content in more detail.	14	2.6	0.93	41.1	7.1	42.9	28.6	21.4	-

Table I40: Sustainment/Enhancement Language Training.

Directions: Answer the following questions about your sustainment/enhancement language training in your official or required language.		
1. What was the source of your sustainment/enhancement language training?	N	Percentage
DLI (at Monterey, California)	-	-
Unit/Command Language Program (CLP)	3	100.0
DLI (at Washington, DC)	-	-
Self-Study	-	-
2. What was the instructional mode of your sustainment/enhancement language training?	N	Percentage
Language Lab	-	-
Distance Learning (DL)	1	33.3
College classes	-	-
Immersion	1	33.3
Classroom (DLI/Unit)	-	-
Language days/activities	-	-
Tutoring	1	33.3
3. Did you have an instructor for your sustainment/enhancement language training?	N	Percentage
Yes	2	66.7
No	1	33.3

Table I41: Sustainment/Enhancement Language Training.

Answer the following about your instructor(s)...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4.	My instructor was effective in preparing me to use my language skills.	2	3.5	0.71	62.5	-	-	50.0	50.0	-
5.	It was clear that the instructor incorporated SOF considerations in his/her teaching objectives (e.g. mission language requirements).	2	2.0	0.00	25.0	-	100.0	-	-	-
6.	My instructor utilized current examples from TV, movies, radio, magazines, and newspapers to teach the language.	2	4.5	0.71	87.5	-	-	-	50.0	50.0
7.	My instructor was knowledgeable about how the language is currently used.	2	5.0	0.00	100.0	-	-	-	-	100.0
8.	The instructor encouraged students to speak in the target language.	2	5.0	0.00	100.0	-	-	-	-	100.0

Table I42: Sustainment/Enhancement Language Training.

Answer the following about the curriculum...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
9.	The primary emphasis of the curriculum was on the formal language.	3	2.7	1.15	41.7	-	66.7	-	33.3	-
10.	The curriculum included slang and/or street language.	3	3.3	1.15	58.3	-	33.3	-	66.7	-
11.	The materials used in training were free from error.	3	2.0	0.00	25.0	-	100.0	-	-	-
12.	The curriculum included instruction and practice in all four skill modalities (i.e. reading, writing, speaking, and listening).	3	3.7	1.53	66.7	-	33.3	-	33.3	33.3
13.	The curriculum covered the vocabulary necessary for my job and missions.	3	3.0	1.00	50.0	-	33.3	33.3	33.3	-
14.	The curriculum was pre-packaged and not customized to SOF.	3	2.7	1.15	41.7	-	66.7	-	33.3	-
15.	The course would have been more effective if we had covered less content in more detail.	3	3.3	1.15	58.3	-	33.3	-	66.7	-

Table I43: Immersion Training.

Directions: When answering these questions, think about the most recent immersion training that you have had.		
1. How many weeks was your immersion training?	N	Percentage
0-2 weeks	1	20.0
3-4 weeks	2	40.0
5-6 weeks	-	-
7-10 weeks	-	-
11-20 weeks	2	40.0
3. What kind of immersion training was it?	N	Percentage
Iso-immersion (i.e., CONUS)	2	40.0
Immersion training (i.e., OCONUS)	3	60.0

Table I44: Immersion Training.

4. What language were you studying during immersion training?	N	Percentage
French	2	40.0
Modern Standard Arabic	2	40.0
Spanish	1	20.0

Table I45: Immersion Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
5.	My language proficiency improved as a result of immersion training.	5	4.2	0.45	80.0	-	-	-	80.0	20.0
6.	I would have benefited more from immersion training if my initial proficiency was higher.	5	4.4	0.55	85.0	-	-	-	60.0	40.0
7.	Immersion training is the most effective way to acquire language skills.	5	4.4	0.89	85.0	-	-	20.0	20.0	60.0
8.	I think that OCONUS immersion training is a boondoggle.	4	2.0	0.82	25.0	25.0	50.0	25.0	-	-

Table I46: Training Effectiveness on Deployment.

Directions: answer the following questions related to your most recent training experience in which you were deployed in that language after training (i.e. took a course and deployed)		
1. Please indicate your most recent training experience in which you were deployed in that language after training:	N	Percentage
Initial acquisition language training	9	47.4
Sustainment/enhancement training in official or required AOR language	-	-
Pre-deployment training in language outside AOR (e.g., GWOT language)	10	52.6

Table I47: Training Effectiveness on Deployment.

Directions: Answer the following questions related to your most recent training experience in which you were deployed in that language after training (i.e. took a course and deployed).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2.	The language training I received prepared me for situations that I commonly encountered while deployed or on the mission.	19	3.4	1.22	60.5	10.5	10.5	21.1	42.1	15.8
3.	As a result of language training, I had no problem(s) speaking with local people, asking directions, giving commands, and reserving lodging.	18	2.8	1.31	44.4	16.7	38.9	-	38.9	5.6
4.	As a result of language training, I had no problem(s) building rapport/trust with local people.	18	3.2	1.40	55.6	16.7	16.7	11.1	38.9	16.7
5.	As a result of language training, I had no problem (s) reading street signs, warning markers, graffiti, important documents, and news.	17	2.8	1.38	45.6	17.6	35.3	5.9	29.4	11.8
6.	As a result of language training, I had no problem(s) listening to local people, answering their questions, and following local news programs.	18	2.3	1.08	33.3	16.7	55.6	11.1	11.1	5.6
7.	While deployed, I encountered situations where I felt that more substantial language training should have been required.	18	4.6	0.51	88.9	-	-	-	44.4	55.6

Table I48: Training Effectiveness on Deployment.

Directions: Answer the following questions related to your most recent training experience in which you were deployed in that language after training (i.e. took a course and deployed).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
8.	I was taught in the most up-to-date form of the language (i.e. how the language is currently used).	18	3.6	1.10	63.9	5.6	11.1	22.2	44.4	16.7
9.	While deployed, I found that I received incorrect information during language training.	18	2.8	1.31	44.4	11.1	44.4	16.7	11.1	16.7

Table I49: General Attitudes toward Language Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I believe that official language training is essential for success on the job.	46	4.2	1.27	81.0	8.7	4.3	4.3	19.6	63.0
2.	I do not believe the official language training focuses on the language skills and mission situations important to SOF.	44	2.9	1.11	46.6	9.1	31.8	31.8	18.2	9.1
3.	I would sacrifice some of the training allocated to my SOF skills training (e.g. weapons training) to shift to language proficiency.	43	3.8	0.97	70.9	-	14.0	14.0	46.5	25.6
4.	I do not put much effort into language training.	43	2.8	1.23	44.2	14.0	34.9	23.3	16.3	11.6
5.	I want to succeed in language training so that I will do well on missions.	45	4.5	0.76	87.2	2.2	-	2.2	37.8	57.8
6.	I am motivated to succeed in language training because I want to receive FLPP.	45	3.0	1.08	50.6	8.9	22.2	33.3	28.9	6.7
7.	I am motivated to succeed in language training because I am accountable to my team for my language abilities.	42	4.0	1.03	76.2	2.4	7.1	14.3	35.7	40.5
8.	I would be more motivated to perform well in language training if it was a criteria for promotions or would be used in future decisions about my job.	43	3.6	1.30	64.0	4.7	23.3	16.3	23.3	32.6
9.	Language training will make a good addition to my resume.	45	4.2	0.91	81.1	2.2	2.2	11.1	37.8	46.7
10.	My chain of command cares about my language proficiency.	45	2.7	1.04	42.2	17.8	20.0	37.8	24.4	-

Table I50: Attitudes toward Immersion Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
11.	I am often pulled out of language training for non-critical details.	27	3.3	1.18	58.3	11.1	7.4	33.3	33.3	14.8
12.	My chain of command will make the sacrifices necessary to ensure that I sustain my language proficiency.	37	2.4	1.04	35.8	21.6	32.4	27.0	18.9	-
13.	Maintaining proficiency in my core SOF skills does not leave time for maintaining appropriate language proficiency.	40	3.0	0.86	50.6	-	30.0	42.5	22.5	5.0
14.	With the current OPTEMPO, sustainment/enhancement training in my official language is impossible.	40	2.8	1.18	45.0	10.0	40.0	20.0	20.0	10.0
15.	I would put more effort into language training if the resources were more accessible.	44	4.3	0.85	82.4	2.3	2.3	4.5	45.5	45.5
16.	Selection for OCONUS immersion training is fair.	36	2.6	0.99	40.3	16.7	22.2	47.2	11.1	2.8
18.	OCONUS immersion training should occur regularly as part of sustainment/enhancement training.	42	4.4	0.66	84.5	-	-	9.5	42.9	47.6
19.	OCONUS immersion training is used (viewed) as a motivating reward rather than for skill enhancement.	37	3.7	0.82	66.9	-	5.4	37.8	40.5	16.2
20.	My command thinks that OCONUS immersion training is a boondoggle.	34	3.1	0.93	52.2	5.9	11.8	58.8	14.7	8.8
21.	CONUS iso-immersion is equally as effective as OCONUS immersion.	37	2.6	0.83	39.2	10.8	29.7	54.1	2.7	2.7

Table I51: Technology-Delivered Training.

Directions: Answer the following questions regarding your opinions and experiences with technology.		
1. Have you ever used technology-delivered training (Examples: Computer based training, video teleconferencing, distance/distributive learning, self-paced language learning software, etc.)?	N	Percentage
Yes	11	61.1
No	7	38.9

Table I52: Technology-Delivered Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2.	I believe that classroom training is more useful than technology-delivered training (TDT) for the initial acquisition of a language.	18	4.3	0.96	81.9	-	5.6	16.7	22.2	55.6
3.	I would be likely to use TDT options if they were available.	18	3.9	0.83	72.2	-	11.1	5.6	66.7	16.7
4.	I believe that TDT means that I will be completing training on my own time/ at home (e.g. not duty time).	18	3.9	0.83	72.2	-	11.1	5.6	66.7	16.7
5.	I believe that TDT is used most effectively when supplementing classroom instruction.	18	4.3	0.77	83.3	-	5.6	-	50.0	44.4
6.	I would be more likely to use TDT if it was scheduled (i.e., on duty time) versus when it is on my own time (i.e., not duty time).	18	4.2	0.94	80.6	-	5.6	16.7	27.8	50.0
7.	I believe that TDT is an effective way to learn language skills.	18	3.2	0.88	55.6	-	27.8	22.2	50.0	-
8.	I believe that TDT is an effective way to sustain/enhance my language skills.	18	4.0	0.77	75.0	-	5.6	11.1	61.1	22.2
9.	I believe that TDT is only effective when trainees are motivated.	18	4.2	0.81	80.6	-	5.6	5.6	50.0	38.9
10.	I have heard of the SOFTS (Special Operations Forces Training System) program where SOF personnel can take a class with a live instructor over the internet using PC-based tele-conferencing.	17	1.8	0.97	19.1	47.1	41.2	-	11.8	-
11.	I would participate in SOFTS if I had the opportunity.	18	4.1	0.83	77.8	-	5.6	11.1	50.0	33.3

Table I53: Technology-Delivered Training.

I am more likely to use TDT rather than face-to-face (i.e. classroom) instruction because TDT...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
12.	Provides the convenience of working at home.	16	3.0	1.10	50.0	6.3	31.3	25.0	31.3	6.3
13.	Allows you to complete training at your own pace.	16	3.5	1.10	62.5	6.3	12.5	18.8	50.0	12.5
14.	Reduces external pressures such as live instructors or peers.	16	2.6	0.81	39.1	6.3	43.8	37.5	12.5	-

Table I54: Technology-Delivered Training.

Directions: Answer the following questions regarding your opinions and experiences with technology.		
15. Have you ever used machine language translation (MLT) devices (Example: Phraselator or Voice Response Translator (VRT))?	N	Percentage
Yes	2	12.5
No	14	87.5
16. Have you ever used the Phraselator?	N	Percentage
Yes	1	5.6
No	17	94.4
17. Have you ever used the VRT?	N	Percentage
Yes	-	-
No	18	100.0
18. Have you ever used S-Minds?	N	Percentage
Yes	-	-
No	18	100.0

Table I55: Technology-Delivered Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
19.	I believe that MLT is an effective way to communicate.	11	2.7	1.27	43.2	18.2	27.3	27.3	18.2	9.1
20.	I believe that MLT is effective for the SOF core tasks I conduct that require language capability.	9	2.9	1.05	47.2	11.1	22.2	33.3	33.3	-
21.	I believe that MLT shows promise for the future.	11	3.2	1.17	54.5	9.1	18.2	27.3	36.4	9.1
22.	I believe that MLT cannot replace language trained operators.	12	4.4	0.67	85.4	-	-	8.3	41.7	50.0

Table I56: Organizational Climate and Support.

Directions: Answer the following questions regarding organizational climate and support.							
Rate your command on how well it does on each of the following:		N	Percentage (%) of Responses				
			A (Excellent)	B (Above Average)	C (Average)	D (Below Average)	F (Fail)
1.	Allocating duty hours/weeks to language training or language practice.	45	-	4.4	26.7	31.1	37.8
2.	Encouraging the use of your language during non-language training.	45	2.2	2.2	26.7	31.1	37.8
3.	Placing command emphasis on language proficiency.	45	2.2	11.1	28.9	26.7	31.1
4.	Providing support to help you acquire and maintain enough proficiency to qualify for FLPP.	45	2.2	6.7	22.2	35.6	33.3
5.	Providing recognition and awards related to language.	45	4.4	2.2	11.1	35.6	46.7
6.	Providing language learning materials.	45	2.2	13.3	24.4	33.3	26.7
7.	Ensuring quality language instruction is available.	44	2.3	6.8	18.2	45.5	27.3
8.	Ensuring pre-deployment training is available.	45	4.4	15.6	28.9	26.7	24.4
9.	Placing command emphasis on taking the DLPT on time.	44	6.8	13.6	29.5	27.3	22.7
10.	Finding ways to increase time for language training.	45	2.2	4.4	24.4	28.9	40.0
11.	Ensuring that personnel in language training are not pulled for non-critical details.	45	-	2.2	40.0	26.7	31.1

Table I57: Language and Attrition.

Directions: Answer the following questions regarding language and its relation to attrition.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I intend to leave SOF if I am unable to get the language training I need.	37	2.2	1.17	29.7	32.4	37.8	13.5	10.8	5.4
2.	I have considered leaving SOF to pursue a job in the civilian world where my language skills will be highly compensated.	33	2.5	1.39	37.9	30.3	27.3	15.2	15.2	12.1
3.	My decision to re-enlist in SOF is based in part on issues relating to language proficiency and language training.	29	3.0	1.35	50.9	17.2	17.2	27.6	20.7	17.2
4.	I intend to leave SOF if language requirements are increased.	37	1.6	0.59	15.5	43.2	51.4	5.4	-	-
5.	I am likely to re-enlist in SOF.	29	3.8	1.12	69.0	6.9	-	34.5	27.6	31.0

Table I58: Demographics.

To which military branch of service are you assigned?	N	Percentage
Air Force	-	-
Army	46	100.0
Navy	-	-
Have you been deployed with a SOF Unit in the past four (4) years?	N	Percentage
Yes	28	60.9
No	18	39.1
How many years of total service in SOF do you have?	N	Percentage
Less than one year	5	10.9
1-4 years	15	32.6
5-8 years	16	34.8
9-12 years	6	13.0
12-16 years	-	-
17-20 years	4	8.7
More than 20 years	-	-
How long have you been working in your current job?	N	Percentage
Less than one year	13	28.3
1-4 years	25	54.3
5-8 years	5	10.9
9-12 years	3	6.5
12-16 years	-	-
17-20 years	-	-
More than 20 years	-	-

Table I59: Demographics.

What is your current official or required language?	N	Percentage
Chinese-Mandarin	1	2.3
Dari	3	6.8
French	4	9.1
German	2	4.5
Korean	2	4.5
Modern Standard Arabic	10	22.7
Pashtu	1	2.3
Persian-Farsi	5	11.4
Russian	3	6.8
Serbian-Croatian	1	2.3
Spanish	9	20.5
Tagalog (Filipino)	1	2.3
Miscellaneous CAT III	1	2.3
Miscellaneous CAT IV	1	2.3

Table I60: Demographics.

What other languages are you proficient in besides your current official or required language?	N	Percentage
Dari	1	2.2
French	10	22.2
German	7	15.6
Modern Standard Arabic	3	6.7
Russian	1	2.2
Serbian-Croatian	5	11.1
Spanish	12	26.7
Italian	1	2.2
Miscellaneous CAT I	1	2.2
Miscellaneous CAT III	3	6.7
Miscellaneous CAT IV	1	2.2

Table I61: Demographics.

How long have you been deployed in the last 12 months?	N	Percentage
Have not been deployed	13	28.3
1-2 months	4	8.7
3-4 months	-	-
5-6 months	3	6.5
More than 6 months	26	56.5
How many times have you been deployed on exercises or operations in your AOR? Include all deployments during your career.	N	Percentage
Have not been deployed	12	26.7
1-2 times	16	35.6
3-4 times	3	6.7
5-6 times	6	13.3
More than 6 times	8	17.8
How many times have you been deployed on exercises or operations outside of your AOR? Include all deployments during your career.	N	Percentage
Have not been deployed	14	30.4
1-2 times	22	47.8
3-4 times	6	13.0
5-6 times	1	2.2
More than 6 times	3	6.5

Table I62: Demographics.

Which operator type best describes you?	N	Percentage
CA RC	46	100.0

Table I63: Demographics.

What is your grade?	N	Percentage
E3	1	2.2
E4	4	8.9
E5	6	13.3
E6	8	17.8
E7	2	4.4
O-2	1	2.2
O-3	2	4.4
O-4	13	28.9
O-5	8	17.8

Table I64: Demographics.

Are you currently on active duty?	N	Percentage
Yes	25	54.3
No	21	45.7
Are you a member of the Reserves/National Guard?	N	Percentage
Yes	44	95.7
No	2	4.3

Appendix J: Findings for Psychological Operations Active and Reserve Components²⁸⁶

²⁸⁶ This group includes individuals who indicated PSYOP AC or PSYOP RC as their SOF personnel type.

Table J1: General Language Requirements.

1. Think about the use of street dialect (e.g. blue-collar/slang) in conversation with people in the deployment location. Example: Asking for directions from or giving important instructions to the typical person you encounter while deployed.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you use this street dialect?	49	3.6	1.22	64.8	8.2	10.2	22.4	32.7	26.5
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is street dialect to completing SOF core tasks?	49	3.6	0.99	65.8	4.1	4.1	36.7	34.7	20.4

Table J2: General Language Requirements.

2. Think about giving commands in a direct action scenario in the deployment language. Example: "Get down!" or "Drop the weapon!"										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you give this type of command?	48	2.7	1.28	43.2	25.0	16.7	25.0	27.1	6.3
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is giving this type of command?	49	4.0	0.94	75.0	-	6.1	24.5	32.7	36.7

Table J3: General Language Requirements.

3. Think about the use of formal language in conversation with people in the deployment location. Example: Giving a thank you speech to local country hosts or conducting business negotiations with officials.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you use this formal language?	49	3.1	1.29	52.0	16.3	12.2	34.7	20.4	16.3
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is formal language to completing SOF core tasks?	50	3.5	0.97	63.5	2.0	12.0	32.0	38.0	16.0

Table J4: General Language Requirements.

4. Think about the use of language in building rapport with people in the deployment location. Example: The initial meeting with the local militia leader.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	47	4.3	0.96	83.5	2.1	2.1	14.9	21.3	59.6
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	47	4.4	0.69	86.2	-	-	10.6	34.0	55.3

Table J5: General Language Requirements.

5. Think about the use of military or technical vocabulary in conversation with people in the deployment location. Example: Training local mechanics, policemen, or soldiers.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you use military-technical vocabulary?	48	3.0	1.03	51.0	4.2	27.1	39.6	18.8	10.4
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this vocabulary to completing SOF core tasks?	48	3.4	0.90	60.4	-	12.5	47.9	25.0	14.6

Table J6: General Language Requirements.

6. Think about reading in the language of the deployment country. Examples: Identifying important documents, reading signs/graffiti, and navigation.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	49	4.3	0.78	83.7	-	2.0	12.2	34.7	51.0
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	49	4.2	0.90	80.6	-	4.1	18.4	28.6	49.0

Table J7: General Language Requirements.

7. Think about writing in the language of the deployment country. Example: Making written arrangements (contracts) with local officials, writing an operations order, or writing a list of supplies for a local guide to purchase.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	48	2.9	1.16	46.9	10.4	27.1	41.7	6.3	14.6
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	49	3.2	1.10	55.1	-	30.6	38.8	10.2	20.4

Table J8: General Language Requirements.

8. Think about listening to conversations or broadcasts in the language of the deployment country. Example: Listening to conversations at a café or a radio broadcast to determine local support for your presence.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	48	4.3	0.82	81.8	-	2.1	16.7	33.3	47.9
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	49	4.3	0.80	83.7	-	2.0	14.3	30.6	53.1

Table J9: General Language Requirements.

9. Which statement best describes the level of language proficiency ideal for your typical tasks and duties?	N	Percentage
None	-	-
Asking directions; reading street signs or a map; giving basic commands; using simple common courtesy phrases and questions ("tourist guide" phrases); limited knowledge of the culture.	2	4.0
Asking and responding to questions beyond the standard "tourist guide" phrases; limited conversation/dialogue; listening and understanding the typical radio/TV broadcasts or conversation; getting the gist of newspaper headlines or articles; working knowledge and understanding of the culture.	9	18.0
Extended dialogue/conversation on a variety of topics; reading important documents or the local newspaper with a good understanding; listening and understanding most conversations or broadcasts; and ability to understand culturally appropriate humor and metaphors.	21	42.0
Negotiations; persuading others with complex issues or thoughts; writing contracts or complex messages; reading very sophisticated or technical materials; complete comprehension of conversations and broadcasts; confidence in all levels of conversation; and ability to use culturally appropriate humor and metaphors.	18	36.0

Table J10: Mission-based Language Requirements.

1. What was your primary SOF core task on this deployment?	N	Percentage
Psychological Operations (PSYOP)	50	100.0
2. Was this mission inside or outside your AOR?	N	Percentage
Inside AOR	39	78.0
Outside AOR	11	22.0

Table J11: Mission-based Language Requirements.

3. Which statements best describes the level of language proficiency ideal for you tasks and duties on this mission?	N	Percentage
None	4	8.0
Asking directions; reading street signs or a map; giving basic commands; using simple common courtesy phrases and questions ("tourist guide" phrases); limited knowledge of the culture.	3	6.0
Asking and responding to questions beyond the standard "tourist guide" phrases; limited conversation/dialogue; listening and understanding the typical radio/TV broadcasts or conversation; getting the gist of newspaper headlines or articles; working knowledge and understanding of the culture.	8	16.0
Extended dialogue/conversation on a variety of topics; reading important documents or the local newspaper with a good understanding; listening and understanding most conversations or broadcasts; and ability to understand culturally appropriate humor and metaphors.	22	44.0
Negotiations; persuading others with complex issues or thoughts; writing contracts or complex messages; reading very sophisticated or technical materials; complete comprehension of conversations and broadcasts; confidence in all levels of conversation; and ability to use culturally appropriate humor and metaphors.	13	26.0
4. Which of the following language-related tasks were required for this mission?	N	Percentage
Topic specific instruction; teaching a class on how to employ and maintain equipment, teaching tactics, explaining the role and function of staff personnel.	2	4.0
Establishing and building rapport and some level of trust with a political or military figure.	24	48.0
Both a and b	22	44.0
Neither a and b	2	4.0
5. How long were you deployed in this country?	N	Percentage
Less than 3 months	7	14.0
3 – 6 months	19	38.0
6 – 12 months	22	44.0
Over 12 months	2	4.0

Table J12: Mission-based Language Requirements.

Questions										
How much did the mission require you to use the following in the deployment language?		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Always
6.	Military-specific language	46	2.7	1.08	41.8	15.2	28.3	34.8	17.4	4.3
7.	Formal language	48	3.2	1.04	54.7	4.2	22.9	33.3	29.2	10.4
8.	Slang/street language	48	3.6	1.03	65.1	4.2	8.3	29.2	39.6	18.8
9.	Local dialect	48	3.8	0.96	68.8	4.2	2.1	29.2	43.8	20.8
10.	Speaking skills	47	4.0	1.18	73.9	6.4	4.3	19.1	27.7	42.6
11.	Listening skills	47	4.1	1.12	77.1	4.3	6.4	12.8	29.8	46.8
12.	Reading skills	47	3.3	1.14	56.9	6.4	19.1	29.8	29.8	14.9
13.	Writing skills	46	2.6	1.31	39.7	23.9	28.3	26.1	8.7	13.0
14.	Job aids (Example: note cards or Kwikpoint, but not interpreters)	45	2.3	1.14	31.7	35.6	17.8	33.3	11.1	2.2
15.	Interpreters	48	4.1	1.30	78.6	8.3	4.2	14.6	10.4	62.5

Table J13: Mission-based Language Requirements.

Please rate the following on a scale of Strongly Disagree to Strongly Agree		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
16.	I was well prepared for this deployment in terms of language and cultural understanding.	47	2.6	1.17	41.0	19.1	29.8	23.4	23.4	4.3
17.	I used my language skills frequently while on this deployment.	44	3.5	1.56	61.9	20.5	6.8	15.9	18.2	38.6

Table J14: Mission-based Language Requirements.

How important do you believe language proficiency is for...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Not Important	Low Importance	Important	High Importance	Critical
18.	Building rapport/trust	50	4.6	0.64	89.0	-	-	8.0	28.0	64.0
19.	Training or teaching others	50	3.9	0.91	72.5	2.0	4.0	22.0	46.0	26.0
20.	Reducing need for interpreters/translators	49	3.7	1.28	66.3	10.2	10.2	12.2	38.8	28.6
21.	Logistics (i.e. saving time or convenience in getting things done)	49	3.6	0.98	64.8	-	14.3	32.7	32.7	20.4
22.	Timely identification of important documents	49	3.7	0.95	68.4	-	8.2	36.7	28.6	26.5
23.	Giving basic commands	50	3.9	0.94	73.0	-	10.0	18.0	42.0	30.0
24.	Discrete eavesdropping	50	3.9	1.13	71.5	2.0	14.0	16.0	32.0	36.0
25.	Increasing situational awareness	50	4.3	0.76	82.5	-	2.0	12.0	40.0	46.0
26.	Maintaining control in hostile confrontations	50	4.2	0.85	79.5	-	2.0	22.0	32.0	44.0
27.	Persuading people to provide sensitive information	49	4.0	1.02	76.0	-	10.2	18.4	28.6	42.9
28.	Negotiations	46	4.1	0.96	78.3	-	4.3	26.1	21.7	47.8

Table J15: Use of Interpreters.

1. Have you used an interpreter on a mission in the past four years?	N	Percentage
Yes	41	82.0
No	9	18.0

Table J16: Use of Interpreters.

Directions: Answer the following questions about your experiences with interpreters on your missions. Think about this across all of your deployments inside and outside your AOR (i.e., your unit's normal area of responsibility).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
1.	How often do you use CAT I interpreters (i.e. Local hire, indigenous personnel, not vetted; OR a US citizen, not vetted)?	41	4.4	0.92	86.0	2.4	2.4	7.3	24.4	63.4
2.	How often do you use CAT II/III interpreters (i.e. US citizen with a secret OR top secret clearance)?	41	3.0	1.37	50.6	14.6	26.8	19.5	19.5	19.5

Table J17: Use of Interpreters.

Directions: Answer the following questions about your experiences with interpreters on your missions. Think about this across all of your deployments inside and outside your AOR (i.e., your unit's normal area of responsibility).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3.	If I were more proficient in my current or official language, I would be less likely to rely on interpreters.	41	3.9	1.35	71.3	9.8	9.8	9.8	26.8	43.9
4.	In my experiences, I have observed situations where interpreters have compromised the mission outcome.	40	3.5	1.18	61.3	7.5	12.5	27.5	32.5	20.0
5.	I use interpreters only when advanced/high levels of proficiency are required.	41	2.4	1.16	36.0	19.5	43.9	17.1	12.2	7.3
6.	It would have been useful to receive training on using interpreters prior to deployment.	40	3.9	0.92	73.1	-	5.0	30.0	32.5	32.5
7.	Interpreters are essential for carrying out missions.	40	4.2	0.80	78.8	-	2.5	17.5	42.5	37.5
8.	I feel our unit is too dependent on interpreters.	41	3.8	1.21	70.1	4.9	12.2	17.1	29.3	36.6
9.	My unit frequently uses interpreters when deployed inside the normal AOR.	41	4.3	0.75	82.3	-	2.4	9.8	43.9	43.9
10.	I can be as effective on my missions without an interpreter.	41	1.8	1.02	18.9	48.8	39.0	4.9	2.4	4.9
11.	In my experience, most interpreters were trustworthy.	40	3.7	0.62	66.3	-	2.5	35.0	57.5	5.0
12.	In my experience, most interpreters were competent.	41	3.5	0.71	62.2	-	7.3	41.5	46.3	4.9

Table J18: Outside AOR Deployment.

1. Have you been deployed out of your unit's normal Area of Responsibility (AOR) in the past four years?	N	Percentage
Yes	21	42.0
No	29	58.0

Table J19: Outside AOR Deployment.

Directions: Answer these questions according to your most recent deployment outside of your unit's AOR or normal area of responsibility (e.g., GWOT mission).		
1. Which statement best describes the level of language proficiency ideal for you tasks and duties on this mission?	N	Percentage
None	3	15.0
Asking directions; reading street signs or a map; giving basic commands; using simple common courtesy phrases and questions ("tourist guide" phrases); limited knowledge of the culture.	2	10.0
Asking and responding to questions beyond the standard "tourist guide" phrases; limited conversation/dialogue; listening and understanding the typical radio/TV broadcasts or conversation; getting the gist of newspaper headlines or articles; working knowledge and understanding of the culture.	4	20.0
Extended dialogue/conversation on a variety of topics; reading important documents or the local newspaper with a good understanding; listening and understanding most conversations or broadcasts; and ability to understand culturally appropriate humor and metaphors.	10	50.0
Negotiations; persuading others with complex issues or thoughts; writing contracts or complex messages; reading very sophisticated or technical materials; complete comprehension of conversations and broadcasts; confidence in all levels of conversation; and ability to use culturally appropriate humor and metaphors	1	5.0
2. Which of the following language-related tasks were required for this mission?	N	Percentage
Topic specific instruction; teaching a class on how to employ and maintain equipment, teaching tactics, explaining the role and function of staff personnel.	-	-
Establishing and building rapport and some level of trust with a political or military figure.	6	30.0
Both a and b	11	55.0
Neither a and b	3	15.0

Table J20: Outside AOR Deployment.

Directions: Answer these questions according to your most recent deployment outside of your unit's AOR or normal area of responsibility (e.g., GWOT mission).		
3. How long were you deployed in this country?	N	Percentage
Less than 3 months	3	15.0
3 – 6 months	11	55.0
6 – 12 months	6	30.0
Over 12 months	-	-

Table J21: Outside AOR Deployment.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4.	I was able to meet the language-related requirements of this mission.	20	2.2	1.01	30.0	25.0	45.0	15.0	15.0	-
5.	While on this deployment, I experienced language-related issues or deficiencies.	20	4.3	0.85	81.3	-	5.0	10.0	40.0	45.0
6.	My proficiency in my official or required language suffered because of this deployment.	19	3.2	1.26	53.9	10.5	21.1	26.3	26.3	15.8
7.	I am confident that I will be able to regain my previous proficiency in my official or required language.	18	3.6	1.15	63.9	5.6	16.7	11.1	50.0	16.7
8.	Prior to deployment, I was proficient in the language required.	18	2.3	1.24	33.3	27.8	38.9	11.1	16.7	5.6

Table J22: Outside AOR Deployment.

1. I received pre-deployment language training?	N	Percentage
Yes	8	40.0
No	12	60.0

Table J23: Use of Interpreters Outside AOR Deployment.

1. Have you used an interpreter on a mission in the past four years?	N	Percentage
Yes	18	90.0
No	2	10.0

Table J24: Use of Interpreters Outside AOR Deployment.

1. What type of interpreter was used for this mission?	N	Percentage
CAT I (i.e., Local hire indigenous personnel, not vetted; OR a US citizen not vetted)	12	5.6
CAT II / CAT III (i.e., US citizen with a secret OR top secret clearance)	5	38.9
Both CAT I and CAT II/III	1	55.6

Table J25: Use of Interpreters Outside AOR Deployment.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2.	Using interpreter(s) was essential for carrying out this mission.	18	4.5	0.62	87.5	-	-	5.6	38.9	55.6
3.	I could have been as effective on this mission without using interpreter(s).	18	1.6	0.62	13.9	50.0	44.4	5.6	-	-
4.	The interpreter(s) that I used on this mission was (were) trustworthy.	18	4.0	0.77	75.0	-	5.6	11.1	61.1	22.2
5.	The interpreter(s) that I used on this mission was (were) competent.	18	4.1	0.54	76.4	-	-	11.1	72.2	16.7
6.	I feel that during this mission, I was too dependent on interpreters.	18	4.1	1.00	76.4	-	11.1	11.1	38.9	38.9
7.	My unit frequently uses interpreters when outside the normal AOR.	18	4.6	0.51	88.9	-	-	-	44.4	55.6

Table J26: Beliefs about Proficiency.

Directions: Respond to the following items based on your skills related to your official or required language.		
1. Do you have any level of proficiency in a language other than English?	N	Percentage
Yes	63	91.3
No	6	8.7

Table J27: Beliefs about Proficiency.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Always
2.	I feel confident in my ability to use military terminology in the language required by my AOR assignment.	67	2.7	1.02	41.4	13.4	31.3	34.3	17.9	3.0
3.	I feel confident in my ability to satisfy minimum courtesy requirements and maintain very simple face-to-face conversations on familiar topics in the language required by my AOR assignment.	67	3.6	1.35	66.0	10.4	9.0	23.9	19.4	37.3
4.	I feel confident in my ability to participate in informal conversations on practical, social, and professional topics in the language required by my AOR assignment.	65	2.9	1.24	48.1	15.4	23.1	26.2	24.6	10.8

Table J28: Official Language Testing.

1. Have you taken the Defense Language Proficiency Test (DLPT) in the past four years?	N	Percentage
Yes	52	82.5
No	11	17.5
2. Are you currently required to take the DLPT annually?	N	Percentage
Yes	43	86.0
No	7	14.0

Table J29: Official Language Testing.

3. What is your current official or required AOR language?	N	Percentage
Cambodian (Khmer)	1	1.9
Chinese-Mandarin	3	5.8
French	11	21.2
German	3	5.8
Indonesian	4	7.7
Korean	4	7.7
Modern Standard Arabic	7	13.5
Polish	1	1.9
Portugese (Brazilian)	1	1.9
Russian	1	1.9
Serbian-Croatian	2	3.8
Spanish	9	17.3
Tagalog (Filipino)	1	1.9
Thai	2	3.8
Miscellaneous CAT I	1	1.9
Miscellaneous CAT IV	1	1.9

Table J30: Official Language Testing.

4. When was the last time that you took the DLPT in your current official or required AOR language?	N	Percentage
2004	29	56.9
2003	12	23.5
2002	5	9.8
2001	5	9.8
Prior to 2001	-	-
5. What is your level of proficiency in your current official or required AOR language according to your most recent DLPT score? (Listening)	N	Percentage
0	-	-
0+	8	16.0
1	12	24.0
1+	8	16.0
2	9	18.0
2+	9	18.0
3	4	8.0
6. What is your level of proficiency in your current official or required AOR language according to your most recent DLPT score? (Reading)	N	Percentage
0	-	-
0+	4	8.0
1	11	22.0
1+	7	14.0
2	7	14.0
2+	10	20.0
3	11	22.0

Table J31: Official Language Testing.

5. Have you ever taken an Oral Proficiency Interview (OPI)?	N	Percentage
Yes	22	42.3
No	30	57.7

Table J32: Official Language Testing.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
6.	The content of the DLPT is clearly related to what I do during deployment.	49	2.3	1.04	31.6	28.6	30.6	26.5	14.3	-
7.	My DLPT scores accurately reflect my ability to use language while on the job.	50	2.6	1.18	40.5	18.0	34.0	22.0	20.0	6.0
8.	Operators who perform well on the DLPT are more likely to successfully use language in the field.	51	3.2	1.08	53.9	7.8	19.6	29.4	35.3	7.8
9.	If my score on the DLPT is too high, my chain of command will take unfair advantage of me.	49	2.3	1.06	32.7	20.4	46.9	20.4	6.1	6.1
10.	I marked the same answer for every question on the DLPT to get it over with quickly.	50	1.4	1.16	11.0	84.0	6.0	-	2.0	8.0
11.	I have memorized the answers to the DLPT since it never changes.	47	1.7	1.12	18.1	59.6	23.4	6.4	6.4	4.3
12.	The OPI (Oral Proficiency Interview) is more related to mission performance than the DLPT.	32	3.5	1.19	62.5	6.3	12.5	31.3	25.0	25.0

Table J33: Foreign Language Proficiency Pay.

Directions: Please respond to the following items regarding Foreign Language Proficiency Pay (FLPP)		
1. Have you received Foreign Language Proficiency Pay (FLPP) in the past four years?	N	Percentage
Yes	20	31.7
No	43	68.3
2. Do you currently receive Foreign Language Proficiency Pay (FLPP)?	N	Percentage
Yes	15	23.8
No	48	76.2

Table J34: Foreign Language Proficiency Pay.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3.	FLPP motivates me to acquire new language skills during personal time.	56	3.2	1.10	55.8	5.4	21.4	30.4	30.4	12.5
4.	FLPP motivates me to maintain my current level of language skills during personal time.	55	3.5	1.15	63.2	7.3	12.7	18.2	43.6	18.2
5.	Procedures for allocating FLPP are fair.	53	3.0	1.02	50.9	11.3	13.2	37.7	35.8	1.9
6.	Procedures for receiving FLPP are straight-forward and simple.	53	3.0	1.04	49.1	9.4	24.5	28.3	35.8	1.9
7.	I believe the amount of my FLPP reflects the effort that I have put into learning or maintaining a language.	52	2.4	1.11	34.6	25.0	32.7	23.1	17.3	1.9

Table J35: Foreign Language Proficiency Pay.

8. FLPP would be more motivating if.... (check all that apply)	N	Percentage
The amounts were increased (e.g. more money).	44	63.8
It was paid for lower proficiency levels.	33	47.8
It was paid once per year as a bonus.	8	11.6
We could get FLPP for speaking proficiency.	32	46.4
The Unit would provide more resources for language training.	45	65.2
The Unit would provide more time for language training.	43	62.3
I had been trained to a higher level during initial acquisition.	38	55.1

Table J36: Language Training.

1. Indicate the military-provided training for your current, official, or required language that you have received in the PAST FOUR YEARS?	N	Percentage
Initial Acquisition Training	16	23.2
Sustainment/Enhancement Training	3	4.3
Both of the above	24	34.8
Neither of the above	26	37.7
2. Have you participated in military-provided immersion training?	N	Percentage
Yes	7	10.1
No	62	89.9
3. Have you EVER received language training paid for and/or sponsored by the military or government?	N	Percentage
Yes	46	66.7
No	23	33.3

Table J37: Initial Acquisition Language Training.

Directions: Answer the following questions about your initial acquisition language training in your official or required language.		
1. What was the source of your initial acquisition language training?	N	Percentage
DLI (at Monterey, California)	9	22.5
USAJFKSWCS	28	70.0
Unit/Command Language Program (CLP)	3	7.5
DLI (at Washington, DC)	-	-
2. What was the instructional mode of your initial acquisition language training?	N	Percentage
Classroom	39	97.5
Classroom followed by immersion	1	2.5
DL (i.e., distance/distributive learning)	-	-

Table J38: Initial Acquisition Language Training.

Answer the following about your instructor(s)...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3.	My instructor was effective in preparing me to use my language skills.	40	3.8	1.03	70.6	-	15.0	17.5	37.5	30.0
4.	It was clear that the instructor incorporated SOF considerations in his/her teaching objectives (e.g. mission language requirements).	39	3.3	1.19	56.4	5.1	28.2	17.9	33.3	15.4
5.	My instructor utilized current examples from TV, movies, radio, magazines, and newspapers to teach the language.	40	3.5	1.28	63.1	7.5	20.0	10.0	37.5	25.0
6.	My instructor was knowledgeable about how the language is currently used.	40	4.3	0.98	81.3	2.5	5.0	7.5	35.0	50.0
7.	The instructor encouraged students to speak in the target language.	39	4.1	1.08	78.2	2.6	7.7	12.8	28.2	48.7

Table J39: Initial Acquisition Language Training.

Answer the following about the curriculum...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
8.	The primary emphasis of the curriculum was on the formal language.	39	3.9	0.91	72.4	-	12.8	7.7	56.4	23.1
9.	The curriculum included slang and/or street language.	39	2.5	1.23	37.8	23.1	35.9	12.8	23.1	5.1
10.	The materials used in training were free from error.	39	2.2	1.00	30.1	25.6	43.6	15.4	15.4	-
11.	The curriculum included instruction and practice in all four skill modalities (i.e. reading, writing, speaking, and listening).	39	3.8	1.10	70.5	7.7	5.1	7.7	56.4	23.1
12.	The curriculum covered the vocabulary necessary for my job and missions.	39	2.8	1.17	44.9	15.4	25.6	30.8	20.5	7.7
13.	The curriculum was pre-packaged and not customized to SOF.	38	3.2	1.31	54.6	10.5	23.7	23.7	21.1	21.1
14.	The course would have been more effective if we had covered less content in more detail.	39	3.1	1.27	52.6	10.3	25.6	25.6	20.5	17.9

Table J40: Sustainment/Enhancement Language Training.

Directions: Answer the following questions about your sustainment/enhancement language training in your official or required language.		
1. What was the source of your sustainment/enhancement language training?	N	Percentage
DLI (at Monterey, California)	1	3.7
Unit/Command Language Program (CLP)	25	92.6
DLI (at Washington, DC)	-	-
Self-Study	1	3.7
2. What was the instructional mode of your sustainment/enhancement language training?	N	Percentage
Language Lab	15	55.6
Distance Learning (DL)	-	-
College classes	-	-
Immersion	-	-
Classroom (DLI/Unit)	7	25.9
Language days/activities	4	14.8
Tutoring	1	3.7
Other	-	-
3. Did you have an instructor for your sustainment/enhancement language training?	N	Percentage
Yes	24	88.9
No	3	11.1

Table J41: Sustainment/Enhancement Language Training.

Answer the following about your instructor(s)...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4.	My instructor was effective in preparing me to use my language skills.	22	3.5	0.74	63.6	-	9.1	31.8	54.5	4.5
5.	It was clear that the instructor incorporated SOF considerations in his/her teaching objectives (e.g. mission language requirements).	23	2.7	1.01	43.5	4.3	47.8	21.7	21.7	4.3
6.	My instructor utilized current examples from TV, movies, radio, magazines, and newspapers to teach the language.	23	3.3	1.11	58.7	8.7	13.0	21.7	47.8	8.7
7.	My instructor was knowledgeable about how the language is currently used.	23	4.1	0.79	77.2	-	4.3	13.0	52.2	30.4
8.	The instructor encouraged students to speak in the target language.	23	4.0	1.09	75.0	4.3	4.3	17.4	34.8	39.1

Table J42: Sustainment/Enhancement Language Training.

Answer the following about the curriculum...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
9.	The primary emphasis of the curriculum was on the formal language.	25	3.6	0.95	66.0	-	20.0	8.0	60.0	12.0
10.	The curriculum included slang and/or street language.	25	2.7	1.14	43.0	8.0	48.0	16.0	20.0	8.0
11.	The materials used in training were free from error.	24	2.9	1.15	46.9	16.7	16.7	33.3	29.2	4.2
12.	The curriculum included instruction and practice in all four skill modalities (i.e. reading, writing, speaking, and listening).	25	3.2	1.11	54.0	-	40.0	16.0	32.0	12.0
13.	The curriculum covered the vocabulary necessary for my job and missions.	25	2.9	1.15	48.0	12.0	24.0	32.0	24.0	8.0
14.	The curriculum was pre-packaged and not customized to SOF.	24	3.0	1.14	50.0	8.3	29.2	25.0	29.2	8.3
15.	The course would have been more effective if we had covered less content in more detail.	25	3.3	1.03	58.0	4.0	20.0	24.0	44.0	8.0

Table J43: Immersion Training.

Directions: When answering these questions, think about the most recent immersion training that you have had.		
1. How many weeks was your immersion training?	N	Percentage
0-2 weeks	1	14.3
3-4 weeks	2	28.6
5-6 weeks	1	14.3
7-10 weeks	2	28.6
11-20 weeks	-	-
21-30 weeks	1	14.3
3. What kind of immersion training was it?	N	Percentage
Iso-immersion (i.e., CONUS)	3	42.9
Immersion training (i.e., OCONUS)	4	57.1

Table J44: Immersion Training.

4. What language were you studying during immersion training?	N	Percentage
French	1	14.3
Korean	1	14.3
Modern Standard Arabic	1	14.3
Russian	2	28.6
Spanish	1	14.3
Miscellaneous CAT IV	1	14.3

Table J45: Immersion Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
5.	My language proficiency improved as a result of immersion training.	7	4.1	1.07	78.6	-	14.3	-	42.9	42.9
6.	I would have benefited more from immersion training if my initial proficiency was higher.	6	3.8	0.75	70.8	-	-	33.3	50.0	16.7
7.	Immersion training is the most effective way to acquire language skills.	7	4.7	0.49	92.9	-	-	-	28.6	71.4
8.	I think that OCONUS immersion training is a boondoggle.	5	1.8	1.79	20.0	80.0	-	-	-	20.0

Table J46: Training Effectiveness on Deployment.

Directions: answer the following questions related to your most recent training experience in which you were deployed in that language after training (i.e. took a course and deployed)		
1. Please indicate your most recent training experience in which you were deployed in that language after training:	N	Percentage
Initial acquisition language training	20	45.5
Sustainment/enhancement training in official or required AOR language	14	31.8
Pre-deployment training in language outside AOR (e.g., GWOT language)	10	22.7

Table J47: Training Effectiveness on Deployment.

Directions: Answer the following questions related to your most recent training experience in which you were deployed in that language after training (i.e. took a course and deployed).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2.	The language training I received prepared me for situations that I commonly encountered while deployed or on the mission.	34	2.7	1.12	41.9	14.7	35.3	20.6	26.5	2.9
3.	As a result of language training, I had no problem(s) speaking with local people, asking directions, giving commands, and reserving lodging.	34	2.5	1.21	37.5	20.6	41.2	11.8	20.6	5.9
4.	As a result of language training, I had no problem(s) building rapport/trust with local people.	35	2.7	1.25	42.1	20.0	28.6	22.9	20.0	8.6
5.	As a result of language training, I had no problem (s) reading street signs, warning markers, graffiti, important documents, and news.	35	2.6	1.17	39.3	20.0	34.3	17.1	25.7	2.9
6.	As a result of language training, I had no problem(s) listening to local people, answering their questions, and following local news programs.	35	2.3	1.13	32.1	28.6	37.1	11.4	22.9	-
7.	While deployed, I encountered situations where I felt that more substantial language training should have been required.	34	4.0	1.39	75.0	11.8	5.9	5.9	23.5	52.9

Table J48: Training Effectiveness on Deployment.

Directions: Answer the following questions related to your most recent training experience in which you were deployed in that language after training (i.e. took a course and deployed).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
8.	I was taught in the most up-to-date form of the language (i.e. how the language is currently used).	37	2.4	1.07	35.1	21.6	35.1	27.0	13.5	2.7
9.	While deployed, I found that I received incorrect information during language training.	33	2.8	1.00	46.2	9.1	27.3	36.4	24.2	3.0

Table J49: General Attitudes toward Language Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I believe that official language training is essential for success on the job.	67	4.3	1.22	81.3	9.0	1.5	6.0	22.4	61.2
2.	I do not believe the official language training focuses on the language skills and mission situations important to SOF.	63	3.1	1.21	52.0	12.7	20.6	22.2	34.9	9.5
3.	I would sacrifice some of the training allocated to my SOF skills training (e.g. weapons training) to shift to language proficiency.	68	3.5	1.20	61.8	8.8	14.7	14.7	44.1	17.6
4.	I do not put much effort into language training.	66	2.7	1.14	41.3	15.2	36.4	22.7	19.7	6.1
5.	I want to succeed in language training so that I will do well on missions.	66	4.5	0.59	87.5	-	-	4.5	40.9	54.5
6.	I am motivated to succeed in language training because I want to receive FLPP.	66	3.4	1.05	61.0	4.5	13.6	30.3	36.4	15.2
7.	I am motivated to succeed in language training because I am accountable to my team for my language abilities.	64	4.0	0.98	74.6	1.6	7.8	15.6	40.6	34.4
8.	I would be more motivated to perform well in language training if it was a criteria for promotions or would be used in future decisions about my job.	66	3.5	1.15	62.9	6.1	12.1	28.8	30.3	22.7
9.	Language training will make a good addition to my resume.	65	4.3	0.70	82.3	-	-	13.8	43.1	43.1
10.	My chain of command cares about my language proficiency.	65	3.0	1.08	48.8	9.2	26.2	30.8	27.7	6.2

Table J50: Attitudes toward Immersion Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
11.	I am often pulled out of language training for non-critical details.	56	3.7	1.10	67.0	1.8	14.3	26.8	28.6	28.6
12.	My chain of command will make the sacrifices necessary to ensure that I sustain my language proficiency.	63	2.4	0.98	34.9	20.6	33.3	31.7	14.3	-
13.	Maintaining proficiency in my core SOF skills does not leave time for maintaining appropriate language proficiency.	62	3.0	1.06	50.4	3.2	35.5	27.4	24.2	9.7
14.	With the current OPTEMPO, sustainment/enhancement training in my official language is impossible.	62	3.4	1.08	59.7	3.2	22.6	19.4	41.9	12.9
15.	I would put more effort into language training if the resources were more accessible.	66	4.1	0.96	78.4	1.5	4.5	16.7	33.3	43.9
16.	Selection for OCONUS immersion training is fair.	57	2.7	1.34	43.4	22.8	21.1	31.6	8.8	15.8
18.	OCONUS immersion training should occur regularly as part of sustainment/enhancement training.	65	4.7	0.53	92.3	-	-	3.1	24.6	72.3
19.	OCONUS immersion training is used (viewed) as a motivating reward rather than for skill enhancement.	58	3.9	1.05	73.7	1.7	5.2	31.0	20.7	41.4
20.	My command thinks that OCONUS immersion training is a boondoggle.	54	3.8	0.90	69.4	-	7.4	31.5	37.0	24.1
21.	CONUS iso-immersion is equally as effective as OCONUS immersion.	55	2.4	0.94	35.9	20.0	27.3	41.8	10.9	-

Table J51: Technology-Delivered Training.

Directions: Answer the following questions regarding your opinions and experiences with technology.		
1. Have you ever used technology-delivered training (Examples: Computer based training, video teleconferencing, distance/distributive learning, self-paced language learning software, etc.)?	N	Percentage
Yes	34	73.9
No	12	26.1

Table J52: Technology-Delivered Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2.	I believe that classroom training is more useful than technology-delivered training (TDT) for the initial acquisition of a language.	43	4.0	0.92	76.2	-	4.7	25.6	30.2	39.5
3.	I would be likely to use TDT options if they were available.	43	3.8	0.81	70.9	2.3	4.7	14.0	65.1	14.0
4.	I believe that TDT means that I will be completing training on my own time/ at home (e.g. not duty time).	44	3.6	0.95	64.8	-	18.2	18.2	50.0	13.6
5.	I believe that TDT is used most effectively when supplementing classroom instruction.	44	4.3	0.54	81.8	-	-	4.5	63.6	31.8
6.	I would be more likely to use TDT if it was scheduled (i.e., on duty time) versus when it is on my own time (i.e., not duty time).	42	4.1	0.77	78.0	-	2.4	16.7	47.6	33.3
7.	I believe that TDT is an effective way to learn language skills.	43	3.1	0.92	52.3	4.7	18.6	44.2	27.9	4.7
8.	I believe that TDT is an effective way to sustain/enhance my language skills.	44	3.7	0.83	66.5	-	11.4	22.7	54.5	11.4
9.	I believe that TDT is only effective when trainees are motivated.	43	4.0	0.72	75.0	-	-	25.6	48.8	25.6
10.	I have heard of the SOFTS (Special Operations Forces Training System) program where SOF personnel can take a class with a live instructor over the internet using PC-based teleconferencing.	43	1.7	0.89	16.9	53.5	32.6	7.0	7.0	-
11.	I would participate in SOFTS if I had the opportunity.	44	4.0	0.86	76.1	2.3	2.3	13.6	52.3	29.5

Table J53: Technology-Delivered Training.

I am more likely to use TDT rather than face-to-face (i.e. classroom) instruction because TDT...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
12.	Provides the convenience of working at home.	41	3.2	1.05	54.3	7.3	17.1	34.1	34.1	7.3
13.	Allows you to complete training at your own pace.	41	3.2	1.08	54.9	7.3	19.5	26.8	39.0	7.3
14.	Reduces external pressures such as live instructors or peers.	41	2.5	1.10	38.4	19.5	31.7	26.8	19.5	2.4

Table J54: Technology-Delivered Training.

Directions: Answer the following questions regarding your opinions and experiences with technology.		
15. Have you ever used machine language translation (MLT) devices (Example: Phraselator or Voice Response Translator (VRT))?	N	Percentage
Yes	5	11.9
No	37	88.1
16. Have you ever used the Phraselator?	N	Percentage
Yes	7	15.9
No	37	84.1
17. Have you ever used the VRT?	N	Percentage
Yes	-	-
No	44	100.0
18. Have you ever used S-Minds?	N	Percentage
Yes	-	-
No	44	100.0

Table J55: Technology-Delivered Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
19.	I believe that MLT is an effective way to communicate.	22	2.8	0.61	44.3	4.5	18.2	72.7	4.5	-
20.	I believe that MLT is effective for the SOF core tasks I conduct that require language capability.	22	2.5	0.67	36.4	9.1	36.4	54.5	-	-
21.	I believe that MLT shows promise for the future.	23	3.3	0.88	58.7	4.3	8.7	39.1	43.5	4.3
22.	I believe that MLT cannot replace language trained operators.	26	4.3	0.85	83.7	-	-	23.1	19.2	57.7

Table J56: Organizational Climate and Support.

Directions: Answer the following questions regarding organizational climate and support.							
Rate your command on how well it does on each of the following:		N	Percentage (%) of Responses				
			A (Excellent)	B (Above Average)	C (Average)	D (Below Average)	F (Fail)
1.	Allocating duty hours/weeks to language training or language practice.	67	4.5	31.3	29.9	14.9	19.4
2.	Encouraging the use of your language during non-language training.	67	1.5	17.9	17.9	34.3	28.4
3.	Placing command emphasis on language proficiency.	67	6.0	14.9	29.9	32.8	16.4
4.	Providing support to help you acquire and maintain enough proficiency to qualify for FLPP.	67	-	17.9	22.4	28.4	31.3
5.	Providing recognition and awards related to language.	67	6.0	6.0	20.9	32.8	34.3
6.	Providing language learning materials.	66	3.0	16.7	33.3	31.8	15.2
7.	Ensuring quality language instruction is available.	67	4.5	20.9	23.9	29.9	20.9
8.	Ensuring pre-deployment training is available.	67	1.5	17.9	32.8	34.3	13.4
9.	Placing command emphasis on taking the DLPT on time.	67	17.9	25.4	22.4	17.9	16.4
10.	Finding ways to increase time for language training.	67	1.5	11.9	35.8	22.4	28.4
11.	Ensuring that personnel in language training are not pulled for non-critical details.	67	6.0	16.4	26.9	19.4	31.3

Table J57: Language and Attrition.

Directions: Answer the following questions regarding language and its relation to attrition.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I intend to leave SOF if I am unable to get the language training I need.	62	2.1	1.10	26.6	33.9	41.9	14.5	3.2	6.5
2.	I have considered leaving SOF to pursue a job in the civilian world where my language skills will be highly compensated.	59	3.0	1.33	49.2	13.6	30.5	18.6	20.3	16.9
3.	My decision to re-enlist in SOF is based in part on issues relating to language proficiency and language training.	57	2.9	1.39	46.5	19.3	26.3	22.8	12.3	19.3
4.	I intend to leave SOF if language requirements are increased.	59	1.9	0.97	22.9	37.3	44.1	11.9	3.4	3.4
5.	I am likely to re-enlist in SOF.	54	3.9	1.17	71.8	7.4	1.9	24.1	29.6	37.0

Table J58: Demographics.

To which military branch of service are you assigned?	N	Percentage
Air Force	-	-
Army	69	100.0
Navy	-	-
Have you been deployed with a SOF Unit in the past four (4) years?	N	Percentage
Yes	50	72.5
No	19	27.5
How many years of total service in SOF do you have?	N	Percentage
Less than one year	5	7.2
1-4 years	30	43.5
5-8 years	19	27.5
9-12 years	3	4.3
12-16 years	8	11.6
17-20 years	3	4.3
More than 20 years	1	1.4
How long have you been working in your current job?	N	Percentage
Less than one year	16	23.2
1-4 years	37	53.6
5-8 years	9	13.0
9-12 years	6	8.7
12-16 years	-	-
17-20 years	1	1.4
More than 20 years	-	-

Table J59: Demographics.

What is your current official or required language?	N	Percentage
Chinese-Mandarin	3	4.5
Dari	1	1.5
French	11	16.4
German	3	4.5
Indonesian	5	7.5
Korean	4	6.0
Modern Standard Arabic	14	20.9
Pashtu	1	1.5
Polish	1	1.5
Portuguese (Brazilian)	1	1.5
Russian	5	7.5
Serbian-Croatian	2	3.0
Spanish	11	16.4
Tagalog (Filipino)	1	1.5
Thai	2	3.0
Miscellaneous CAT I	1	1.5
Miscellaneous CAT IV	1	1.5

Table J60: Demographics.

What other languages are you proficient in besides your current official or required language?	N	Percentage
Chinese-Mandarin	1	2.8
Dari	1	2.8
French	3	8.3
German	8	22.2
Modern Standard Arabic	2	5.6
Persian-Farsi	1	2.8
Portuguese (Brazilian)	2	5.6
Russian	2	5.6
Serbian-Croatian	2	5.6
Spanish	8	22.2
Japanese	1	2.8
Italian	2	5.6
Miscellaneous CAT I	1	2.8
Miscellaneous CAT III	2	5.6

Table J61: Demographics.

How long have you been deployed in the last 12 months?	N	Percentage
Have not been deployed	32	46.4
1-2 months	11	15.9
3-4 months	7	10.1
5-6 months	8	11.6
More than 6 months	11	15.9
How many times have you been deployed on exercises or operations in your AOR? Include all deployments during your career.	N	Percentage
Have not been deployed	23	33.8
1-2 times	25	36.8
3-4 times	10	14.7
5-6 times	2	2.9
More than 6 times	8	11.8
How many times have you been deployed on exercises or operations outside of your AOR? Include all deployments during your career.	N	Percentage
Have not been deployed	27	39.1
1-2 times	22	31.9
3-4 times	10	14.5
5-6 times	3	4.3
More than 6 times	7	10.1

Table J62: Demographics.

Which operator type best describes you?	N	Percentage
PSYOP AC	45	65.2
PSYOP RC	24	34.8

Table J63: Demographics.

What is your grade?	N	Percentage
E2	1	1.5
E3	4	6.1
E4	13	19.7
E5	19	28.8
E6	11	16.7
E7	5	7.6
E8	4	6.1
WO-04	1	1.5
O-1	1	1.5
O-3	2	3.0
O-4	5	7.6

Table J64: Demographics.

Are you currently on active duty?	N	Percentage
Yes	49	71.0
No	20	29.0
Are you a member of the Reserves/National Guard?	N	Percentage
Yes	25	37.3
No	42	62.7

Appendix K: Findings for Psychological Operations Active Component²⁸⁷

²⁸⁷ This group includes individuals who indicated PSYOP AC as their SOF personnel type.

Table K1: General Language Requirements.

1. Think about the use of street dialect (e.g. blue-collar/slang) in conversation with people in the deployment location. Example: Asking for directions from or giving important instructions to the typical person you encounter while deployed.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you use this street dialect?	34	3.7	1.24	67.6	8.8	8.8	14.7	38.2	29.4
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is street dialect to completing SOF core tasks?	33	3.7	0.95	67.4	3.0	3.0	36.4	36.4	21.2

Table K2: General Language Requirements.

2. Think about giving commands in a direct action scenario in the deployment language. Example: "Get down!" or "Drop the weapon!"										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you give this type of command?	33	2.7	1.29	42.4	27.3	12.1	30.3	24.2	6.1
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is giving this type of command?	33	3.9	0.90	73.5	-	3.0	33.3	30.3	33.3

Table K3: General Language Requirements.

3. Think about the use of formal language in conversation with people in the deployment location. Example: Giving a thank you speech to local country hosts or conducting business negotiations with officials.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you use this formal language?	34	3.1	1.40	52.2	20.6	8.8	32.4	17.6	20.6
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is formal language to completing SOF core tasks?	34	3.7	0.94	66.9	-	11.8	29.4	38.2	20.6

Table K4: General Language Requirements.

4. Think about the use of language in building rapport with people in the deployment location. Example: The initial meeting with the local militia leader.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	31	4.2	1.06	80.6	3.2	3.2	16.1	22.6	54.8
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	31	4.3	0.70	83.1	-	-	12.9	41.9	45.2

Table K5: General Language Requirements.

5. Think about the use of military or technical vocabulary in conversation with people in the deployment location. Example: Training local mechanics, policemen, or soldiers.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you use military-technical vocabulary?	32	3.1	0.87	53.1	-	25.0	43.8	25.0	6.3
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this vocabulary to completing SOF core tasks?	32	3.4	0.80	60.9	-	6.3	56.3	25.0	12.5

Table K6: General Language Requirements.

6. Think about reading in the language of the deployment country. Examples: Identifying important documents, reading signs/graffiti, and navigation.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	33	4.3	0.82	83.3	-	3.0	12.1	33.3	51.5
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	33	4.1	0.98	77.3	-	6.1	24.2	24.2	45.5

Table K7: General Language Requirements.

7. Think about writing in the language of the deployment country. Example: Making written arrangements (contracts) with local officials, writing an operations order, or writing a list of supplies for a local guide to purchase.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	33	3.0	1.10	49.2	6.1	27.3	45.5	6.1	15.2
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	33	3.1	1.11	53.0	-	36.4	33.3	12.1	18.2

Table K8: General Language Requirements.

8. Think about listening to conversations or broadcasts in the language of the deployment country. Example: Listening to conversations at a café or a radio broadcast to determine local support for your presence.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	33	4.3	0.88	81.8	-	3.0	18.2	27.3	51.5
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	33	4.4	0.82	84.1	-	3.0	12.1	30.3	54.5

Table K9: General Language Requirements.

9. Which statement best describes the level of language proficiency ideal for your typical tasks and duties?	N	Percentage
None	-	-
Asking directions; reading street signs or a map; giving basic commands; using simple common courtesy phrases and questions ("tourist guide" phrases); limited knowledge of the culture.	-	-
Asking and responding to questions beyond the standard "tourist guide" phrases; limited conversation/dialogue; listening and understanding the typical radio/TV broadcasts or conversation; getting the gist of newspaper headlines or articles; working knowledge and understanding of the culture.	7	20.6
Extended dialogue/conversation on a variety of topics; reading important documents or the local newspaper with a good understanding; listening and understanding most conversations or broadcasts; and ability to understand culturally appropriate humor and metaphors.	15	44.1
Negotiations; persuading others with complex issues or thoughts; writing contracts or complex messages; reading very sophisticated or technical materials; complete comprehension of conversations and broadcasts; confidence in all levels of conversation; and ability to use culturally appropriate humor and metaphors.	12	35.3

Table K10: Mission-based Language Requirements.

1. What was your primary SOF core task on this deployment?	N	Percentage
Psychological Operations (PSYOP)	34	100.0
2. Was this mission inside or outside your AOR?	N	Percentage
Inside AOR	25	73.5
Outside AOR	9	26.5

Table K11: Mission-based Language Requirements.

3. Which statements best describes the level of language proficiency ideal for you tasks and duties on this mission?	N	Percentage
None	4	11.8
Asking directions; reading street signs or a map; giving basic commands; using simple common courtesy phrases and questions ("tourist guide" phrases); limited knowledge of the culture.	1	2.9
Asking and responding to questions beyond the standard "tourist guide" phrases; limited conversation/dialogue; listening and understanding the typical radio/TV broadcasts or conversation; getting the gist of newspaper headlines or articles; working knowledge and understanding of the culture.	6	17.6
Extended dialogue/conversation on a variety of topics; reading important documents or the local newspaper with a good understanding; listening and understanding most conversations or broadcasts; and ability to understand culturally appropriate humor and metaphors.	14	41.2
Negotiations; persuading others with complex issues or thoughts; writing contracts or complex messages; reading very sophisticated or technical materials; complete comprehension of conversations and broadcasts; confidence in all levels of conversation; and ability to use culturally appropriate humor and metaphors.	9	26.5
4. Which of the following language-related tasks were required for this mission?	N	Percentage
Topic specific instruction; teaching a class on how to employ and maintain equipment, teaching tactics, explaining the role and function of staff personnel.	2	5.9
Establishing and building rapport and some level of trust with a political or military figure.	15	44.1
Both a and b	15	44.1
Neither a and b	2	5.9
5. How long were you deployed in this country?	N	Percentage
Less than 3 months	5	14.7
3 – 6 months	16	47.1
6 – 12 months	11	32.4
Over 12 months	2	5.9

Table K12: Mission-based Language Requirements.

How much did the mission require you to use the following in the deployment language?		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Always
6.	Military-specific language	31	2.5	1.12	38.7	22.6	22.6	35.5	16.1	3.2
7.	Formal language	32	3.2	1.10	55.5	6.3	18.8	34.4	28.1	12.5
8.	Slang/street language	32	3.6	1.13	64.1	6.3	12.5	18.8	43.8	18.8
9.	Local dialect	32	3.7	1.00	67.2	6.3	-	31.3	43.8	18.8
10.	Speaking skills	31	3.8	1.29	71.0	9.7	3.2	22.6	22.6	41.9
11.	Listening skills	31	4.0	1.20	74.2	6.5	6.5	12.9	32.3	41.9
12.	Reading skills	31	3.2	1.23	55.6	9.7	19.4	25.8	29.0	16.1
13.	Writing skills	30	2.6	1.35	40.8	23.3	30.0	20.0	13.3	13.3
14.	Job aids (Example: note cards or Kwikpoint, but not interpreters)	30	2.4	1.07	34.2	26.7	23.3	40.0	6.7	3.3
15.	Interpreters	32	4.0	1.37	75.0	9.4	6.3	15.6	12.5	56.3

Table K13: Mission-based Language Requirements.

Please rate the following on a scale of Strongly Disagree to Strongly Agree		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
16.	I was well prepared for this deployment in terms of language and cultural understanding.	32	2.5	1.22	36.7	25.0	34.4	12.5	25.0	3.1
17.	I used my language skills frequently while on this deployment.	31	3.4	1.62	58.9	22.6	9.7	16.1	12.9	38.7

Table K14: Mission-based Language Requirements.

How important do you believe language proficiency is for...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Not Important	Low Importance	Important	High Importance	Critical
18.	Building rapport/trust	34	4.5	0.71	86.8	-	-	11.8	29.4	58.8
19.	Training or teaching others	34	4.0	0.87	75.7	-	5.9	17.6	44.1	32.4
20.	Reducing need for interpreters/translators	34	3.6	1.33	64.7	11.8	11.8	8.8	41.2	26.5
21.	Logistics (i.e. saving time or convenience in getting things done)	33	3.7	0.94	68.2	-	12.1	24.2	42.4	21.2
22.	Timely identification of important documents	33	3.7	1.05	67.4	-	12.1	36.4	21.2	30.3
23.	Giving basic commands	34	3.9	0.98	73.5	-	11.8	14.7	41.2	32.4
24.	Discrete eavesdropping	34	3.7	1.22	67.6	2.9	20.6	11.8	32.4	32.4
25.	Increasing situational awareness	34	4.3	0.76	82.4	-	2.9	8.8	44.1	44.1
26.	Maintaining control in hostile confrontations	34	4.1	0.91	77.9	-	2.9	26.5	26.5	44.1
27.	Persuading people to provide sensitive information	33	3.9	1.10	72.7	-	15.2	18.2	27.3	39.4
28.	Negotiations	30	4.2	0.99	79.2	-	6.7	20.0	23.3	50.0

Table K15: Use of Interpreters.

1. Have you used an interpreter on a mission in the past four years?	N	Percentage
Yes	26	76.5
No	8	23.5

Table K16: Use of Interpreters.

Directions: Answer the following questions about your experiences with interpreters on your missions. Think about this across all of your deployments inside and outside your AOR (i.e., your unit's normal area of responsibility).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
1.	How often do you use CAT I interpreters (i.e. Local hire, indigenous personnel, not vetted; OR a US citizen, not vetted)?	26	4.3	0.97	82.7	3.8	-	11.5	30.8	53.8
2.	How often do you use CAT II/III interpreters (i.e. US citizen with a secret OR top secret clearance)?	26	3.2	1.47	54.8	15.4	23.1	15.4	19.2	26.9

Table K17: Use of Interpreters.

Directions: Answer the following questions about your experiences with interpreters on your missions. Think about this across all of your deployments inside and outside your AOR (i.e., your unit's normal area of responsibility).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3.	If I were more proficient in my current or official language, I would be less likely to rely on interpreters.	26	3.8	1.38	71.2	11.5	7.7	7.7	30.8	42.3
4.	In my experiences, I have observed situations where interpreters have compromised the mission outcome.	25	3.4	1.12	60.0	4.0	16.0	36.0	24.0	20.0
5.	I use interpreters only when advanced/high levels of proficiency are required.	26	2.6	1.06	39.4	11.5	46.2	19.2	19.2	3.8
6.	It would have been useful to receive training on using interpreters prior to deployment.	26	3.9	0.99	72.1	-	7.7	30.8	26.9	34.6
7.	Interpreters are essential for carrying out missions.	25	4.0	0.84	74.0	-	4.0	24.0	44.0	28.0
8.	I feel our unit is too dependent on interpreters.	26	3.9	1.03	72.1	-	11.5	23.1	30.8	34.6
9.	My unit frequently uses interpreters when deployed inside the normal AOR.	26	4.1	0.74	76.9	-	3.8	11.5	57.7	26.9
10.	I can be as effective on my missions without an interpreter.	26	1.8	1.12	21.2	46.2	38.5	7.7	-	7.7
11.	In my experience, most interpreters were trustworthy.	25	3.8	0.60	69.0	-	4.0	20.0	72.0	4.0
12.	In my experience, most interpreters were competent.	26	3.6	0.70	64.4	-	7.7	30.8	57.7	3.8

Table K18: Outside AOR Deployment.

1. Have you been deployed out of your unit's normal Area of Responsibility (AOR) in the past four years?	N	Percentage
Yes	16	47.1
No	18	52.9

Table K19: Outside AOR Deployment.

Directions: Answer these questions according to your most recent deployment outside of your unit's AOR or normal area of responsibility (e.g., GWOT mission).		
1. Which statement best describes the level of language proficiency ideal for you tasks and duties on this mission?	N	Percentage
None	3	20.0
Asking directions; reading street signs or a map; giving basic commands; using simple common courtesy phrases and questions ("tourist guide" phrases); limited knowledge of the culture.	1	6.7
Asking and responding to questions beyond the standard "tourist guide" phrases; limited conversation/dialogue; listening and understanding the typical radio/TV broadcasts or conversation; getting the gist of newspaper headlines or articles; working knowledge and understanding of the culture.	2	13.3
Extended dialogue/conversation on a variety of topics; reading important documents or the local newspaper with a good understanding; listening and understanding most conversations or broadcasts; and ability to understand culturally appropriate humor and metaphors.	8	53.3
Negotiations; persuading others with complex issues or thoughts; writing contracts or complex messages; reading very sophisticated or technical materials; complete comprehension of conversations and broadcasts; confidence in all levels of conversation; and ability to use culturally appropriate humor and metaphors.	1	6.7
2. Which of the following language-related tasks were required for this mission?	N	Percentage
Topic specific instruction; teaching a class on how to employ and maintain equipment, teaching tactics, explaining the role and function of staff personnel.	-	-
Establishing and building rapport and some level of trust with a political or military figure.	5	33.3
Both a and b	8	53.3
Neither a and b	2	13.3

Table K20: Outside AOR Deployment.

Directions: Answer these questions according to your most recent deployment outside of your unit's AOR or normal area of responsibility (e.g., GWOT mission).		
3. How long were you deployed in this country?	N	Percentage
Less than 3 months	2	13.3
3 – 6 months	10	66.7
6 – 12 months	3	20.0
Over 12 months	-	-

Table K21: Outside AOR Deployment.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4.	I was able to meet the language-related requirements of this mission.	15	2.1	0.88	26.7	26.7	46.7	20.0	6.7	-
5.	While on this deployment, I experienced language-related issues or deficiencies.	15	4.3	0.88	81.7	-	6.7	6.7	40.0	46.7
6.	My proficiency in my official or required language suffered because of this deployment.	15	3.2	1.15	55.0	6.7	20.0	33.3	26.7	13.3
7.	I am confident that I will be able to regain my previous proficiency in my official or required language.	14	3.5	1.29	62.5	7.1	21.4	7.1	42.9	21.4
8.	Prior to deployment, I was proficient in the language required.	14	2.4	1.28	33.9	28.6	35.7	14.3	14.3	7.1

Table K22: Outside AOR Deployment.

1. I received pre-deployment language training?	N	Percentage
Yes	5	33.3
No	10	66.7

Table K23: Use of Interpreters Outside AOR Deployment.

1. Have you used an interpreter on a mission in the past four years?	N	Percentage
Yes	13	86.7
No	2	13.3

Table K24: Use of Interpreters Outside AOR Deployment.

1. What type of interpreter was used for this mission?	N	Percentage
CAT I (i.e., Local hire indigenous personnel, not vetted; OR a US citizen not vetted)	7	53.8
CAT II / CAT III (i.e., US citizen with a secret OR top secret clearance)	5	38.5
Both CAT I and CAT II/III	1	7.7

Table K25: Use of Interpreters Outside AOR Deployment.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2.	Using interpreter(s) was essential for carrying out this mission.	13	4.5	0.52	86.5	-	-	-	53.8	46.2
3.	I could have been as effective on this mission without using interpreter(s).	13	1.6	0.65	15.4	46.2	46.2	7.7	-	-
4.	The interpreter(s) that I used on this mission was (were) trustworthy.	13	4.0	0.71	75.0	-	7.7	-	76.9	15.4
5.	The interpreter(s) that I used on this mission was (were) competent.	13	4.0	0.58	75.0	-	-	15.4	69.2	15.4
6.	I feel that during this mission, I was too dependent on interpreters.	13	4.2	0.93	80.8	-	7.7	7.7	38.5	46.2
7.	My unit frequently uses interpreters when outside the normal AOR.	13	4.5	0.52	88.5	-	-	-	46.2	53.8

Table K26: Beliefs about Proficiency.

Directions: Respond to the following items based on your skills related to your official or required language.		
1. Do you have any level of proficiency in a language other than English?	N	Percentage
Yes	41	91.1
No	4	8.9

Table K27: Beliefs about Proficiency.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Always
2.	I feel confident in my ability to use military terminology in the language required by my AOR assignment.	44	2.7	1.01	42.0	11.4	31.8	38.6	13.6	4.5
3.	I feel confident in my ability to satisfy minimum courtesy requirements and maintain very simple face-to-face conversations on familiar topics in the language required by my AOR assignment.	44	3.7	1.19	67.6	4.5	11.4	27.3	22.7	34.1
4.	I feel confident in my ability to participate in informal conversations on practical, social, and professional topics in the language required by my AOR assignment.	43	3.0	1.16	49.4	11.6	23.3	30.2	25.6	9.3

Table K28: Official Language Testing.

1. Have you taken the Defense Language Proficiency Test (DLPT) in the past four years?	N	Percentage
Yes	38	92.7
No	3	7.3
2. Are you currently required to take the DLPT annually?	N	Percentage
Yes	35	94.6
No	2	5.4

Table K29: Official Language Testing.

3. What is your current official or required AOR language?	N	Percentage
Cambodian (Khmer)	1	2.6
Chinese-Mandarin	3	7.9
French	10	26.3
German	3	7.9
Indonesian	4	10.5
Korean	2	5.3
Modern Standard Arabic	1	2.6
Polish	1	2.6
Portugese (Brazilian)	1	2.6
Russian	1	2.6
Serbian-Croatian	2	5.3
Spanish	7	18.4
Thai	1	2.6
Miscellaneous CAT I	1	2.6

Table K30: Official Language Testing.

4. When was the last time that you took the DLPT in your current official or required AOR language?	N	Percentage
2004	20	52.6
2003	11	28.9
2002	3	7.9
2001	4	10.5
Prior to 2001	-	-
5. What is your level of proficiency in your current official or required AOR language according to your most recent DLPT score? (Listening)	N	Percentage
0	-	-
0+	7	18.4
1	9	23.7
1+	8	21.1
2	5	13.2
2+	7	18.4
3	2	5.3
6. What is your level of proficiency in your current official or required AOR language according to your most recent DLPT score? (Reading)	N	Percentage
0	-	-
0+	3	7.9
1	9	23.7
1+	7	18.4
2	4	10.5
2+	7	18.4
3	8	21.1

Table K31: Official Language Testing.

5. Have you ever taken an Oral Proficiency Interview (OPI)?	N	Percentage
Yes	13	34.2
No	25	65.8

Table K32: Official Language Testing.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
6.	The content of the DLPT is clearly related to what I do during deployment.	37	2.4	1.04	35.1	24.3	27.0	32.4	16.2	-
7.	My DLPT scores accurately reflect my ability to use language while on the job.	37	2.4	1.17	35.8	21.6	40.5	16.2	16.2	5.4
8.	Operators who perform well on the DLPT are more likely to successfully use language in the field.	38	3.2	1.06	54.6	7.9	18.4	26.3	42.1	5.3
9.	If my score on the DLPT is too high, my chain of command will take unfair advantage of me.	37	2.3	1.03	33.1	18.9	45.9	24.3	5.4	5.4
10.	I marked the same answer for every question on the DLPT to get it over with quickly.	37	1.5	1.19	12.2	81.1	8.1	-	2.7	8.1
11.	I have memorized the answers to the DLPT since it never changes.	35	1.8	1.16	20.0	54.3	28.6	5.7	5.7	5.7
12.	The OPI (Oral Proficiency Interview) is more related to mission performance than the DLPT.	22	3.5	1.10	63.6	4.5	9.1	36.4	27.3	22.7

Table K33: Foreign Language Proficiency Pay.

Directions: Please respond to the following items regarding Foreign Language Proficiency Pay (FLPP)		
1. Have you received Foreign Language Proficiency Pay (FLPP) in the past four years?	N	Percentage
Yes	15	36.6
No	26	63.4
2. Do you currently receive Foreign Language Proficiency Pay (FLPP)?	N	Percentage
Yes	11	26.8
No	30	73.2

Table K34: Foreign Language Proficiency Pay.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3.	FLPP motivates me to acquire new language skills during personal time.	36	3.2	1.06	54.9	5.6	22.2	27.8	36.1	8.3
4.	FLPP motivates me to maintain my current level of language skills during personal time.	35	3.6	1.17	64.3	5.7	17.1	11.4	45.7	20.0
5.	Procedures for allocating FLPP are fair.	34	3.4	0.77	58.8	2.9	8.8	38.2	50.0	-
6.	Procedures for receiving FLPP are straight-forward and simple.	36	3.2	0.95	54.9	2.8	25.0	25.0	44.4	2.8
7.	I believe the amount of my FLPP reflects the effort that I have put into learning or maintaining a language.	33	2.6	1.06	39.4	15.2	36.4	27.3	18.2	3.0

Table K35: Foreign Language Proficiency Pay.

8. FLPP would be more motivating if.... (check all that apply)	N	Percentage
The amounts were increased (e.g. more money).	29	64.4
It was paid for lower proficiency levels.	23	51.1
It was paid once per year as a bonus.	5	11.1
We could get FLPP for speaking proficiency.	20	44.4
The Unit would provide more resources for language training.	28	62.2
The Unit would provide more time for language training.	27	60.0
I had been trained to a higher level during initial acquisition.	28	62.2

Table K36: Language Training.

1. Indicate the military-provided training for your current, official, or required language that you have received in the PAST FOUR YEARS?	N	Percentage
Initial Acquisition Training	8	17.8
Sustainment/Enhancement Training	3	6.7
Both of the above	20	44.4
Neither of the above	14	31.1
2. Have you participated in military-provided immersion training?	N	Percentage
Yes	5	11.1
No	40	88.9
3. Have you EVER received language training paid for and/or sponsored by the military or government?	N	Percentage
Yes	35	77.8
No	10	22.2

Table K37: Initial Acquisition Language Training.

Directions: Answer the following questions about your initial acquisition language training in your official or required language.		
1. What was the source of your initial acquisition language training?	N	Percentage
DLI (at Monterey, California)	1	3.6
USAJFKSWCS	27	96.4
Unit/Command Language Program (CLP)	-	-
DLI (at Washington, DC)	-	-
2. What was the instructional mode of your initial acquisition language training?	N	Percentage
Classroom	27	96.4
Classroom followed by immersion	1	3.6
DL (i.e., distance/distributive learning)	-	-

Table K38: Initial Acquisition Language Training.

Answer the following about your instructor(s)...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3.	My instructor was effective in preparing me to use my language skills.	28	3.6	1.10	66.1	-	21.4	17.9	35.7	25.0
4.	It was clear that the instructor incorporated SOF considerations in his/her teaching objectives (e.g. mission language requirements).	27	3.4	1.18	59.3	3.7	25.9	18.5	33.3	18.5
5.	My instructor utilized current examples from TV, movies, radio, magazines, and newspapers to teach the language.	28	3.4	1.31	59.8	10.7	17.9	14.3	35.7	21.4
6.	My instructor was knowledgeable about how the language is currently used.	28	4.3	0.90	82.1	-	7.1	7.1	35.7	50.0
7.	The instructor encouraged students to speak in the target language.	27	3.9	1.17	73.1	3.7	11.1	14.8	29.6	40.7

Table K39: Initial Acquisition Language Training.

Answer the following about the curriculum...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
8.	The primary emphasis of the curriculum was on the formal language.	27	3.8	0.93	69.4	-	14.8	11.1	55.6	18.5
9.	The curriculum included slang and/or street language.	27	2.4	1.28	36.1	25.9	37.0	11.1	18.5	7.4
10.	The materials used in training were free from error.	27	2.2	0.88	29.6	18.5	55.6	14.8	11.1	-
11.	The curriculum included instruction and practice in all four skill modalities (i.e. reading, writing, speaking, and listening).	27	3.6	1.15	63.9	11.1	7.4	7.4	63.0	11.1
12.	The curriculum covered the vocabulary necessary for my job and missions.	27	2.9	1.12	47.2	11.1	25.9	33.3	22.2	7.4
13.	The curriculum was pre-packaged and not customized to SOF.	26	3.0	1.26	50.0	7.7	34.6	26.9	11.5	19.2
14.	The course would have been more effective if we had covered less content in more detail.	27	3.3	1.07	57.4	-	25.9	37.0	18.5	18.5

Table K40: Sustainment/Enhancement Language Training.

Directions: Answer the following questions about your sustainment/enhancement language training in your official or required language.		
1. What was the source of your sustainment/enhancement language training?	N	Percentage
DLI (at Monterey, California)	-	-
Unit/Command Language Program (CLP)	22	95.7
DLI (at Washington, DC)	-	-
Self-Study	1	4.3
2. What was the instructional mode of your sustainment/enhancement language training?	N	Percentage
Language Lab	14	60.9
Distance Learning (DL)	-	-
College classes	-	-
Immersion	-	-
Classroom (DLI/Unit)	4	17.4
Language days/activities	4	17.4
Tutoring	1	4.3
3. Did you have an instructor for your sustainment/enhancement language training?	N	Percentage
Yes	21	46.7
No	2	4.4

Table K41: Sustainment/Enhancement Language Training.

Answer the following about your instructor(s)...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4.	My instructor was effective in preparing me to use my language skills.	19	3.5	0.77	63.2	-	10.5	31.6	52.6	5.3
5.	It was clear that the instructor incorporated SOF considerations in his/her teaching objectives (e.g. mission language requirements).	20	2.9	1.04	46.3	2.0	40.0	25.0	25.0	5.0
6.	My instructor utilized current examples from TV, movies, radio, magazines, and newspapers to teach the language.	20	3.4	1.14	58.8	10.0	10.0	25.0	45.0	10.0
7.	My instructor was knowledgeable about how the language is currently used.	20	4.1	0.83	76.3	-	5.0	15.0	50.0	30.0
8.	The instructor encouraged students to speak in the target language.	20	3.9	1.12	72.5	5.0	5.0	20.0	35.0	35.0

Table K42: Sustainment/Enhancement Language Training.

Answer the following about the curriculum...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
9.	The primary emphasis of the curriculum was on the formal language.	21	3.7	0.96	67.9	-	19.0	4.8	61.9	14.3
10.	The curriculum included slang and/or street language.	21	2.7	1.20	41.7	9.5	52.4	9.5	19.0	9.5
11.	The materials used in training were free from error.	21	2.9	1.14	47.6	14.3	19.0	33.3	28.6	4.8
12.	The curriculum included instruction and practice in all four skill modalities (i.e. reading, writing, speaking, and listening).	21	3.2	1.12	54.8	-	38.1	19.0	28.6	14.3
13.	The curriculum covered the vocabulary necessary for my job and missions.	21	2.8	1.21	45.2	14.3	28.6	28.6	19.0	9.5
14.	The curriculum was pre-packaged and not customized to SOF.	20	3.1	1.19	51.3	10.0	25.0	25.0	30.0	10.0
15.	The course would have been more effective if we had covered less content in more detail.	21	3.5	0.93	61.9	-	19.0	23.8	47.6	9.5

Table K43: Immersion Training.

Directions: When answering these questions, think about the most recent immersion training that you have had.		
1. How many weeks was your immersion training?	N	Percentage
0-2 weeks	-	-
3-4 weeks	2	40.0
5-6 weeks	-	-
7-10 weeks	2	40.0
11-20 weeks	-	-
21-30 weeks	1	20.0
3. What kind of immersion training was it?	N	Percentage
Iso-immersion (i.e., CONUS)	1	20.0
Immersion training (i.e., OCONUS)	4	80.0

Table K44: Immersion Training.

4. What language were you studying during immersion training?	N	Percentage
French	1	20.0
Korean	1	20.0
Russian	2	40.0
Spanish	1	20.0

Table K45: Immersion Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
5.	My language proficiency improved as a result of immersion training.	5	4.6	0.55	90.0	-	-	-	40.0	60.0
6.	I would have benefited more from immersion training if my initial proficiency was higher.	4	3.8	0.96	68.8	-	-	50.0	25.0	25.0
7.	Immersion training is the most effective way to acquire language skills.	5	4.8	0.45	95.0	-	-	-	20.0	80.0
8.	I think that OCONUS immersion training is a boondoggle.	4	1.0	0.00	0.0	100.0	-	-	-	-

Table K46: Training Effectiveness on Deployment.

Directions: answer the following questions related to your most recent training experience in which you were deployed in that language after training (i.e. took a course and deployed)		
1. Please indicate your most recent training experience in which you were deployed in that language after training:	N	Percentage
Initial acquisition language training	12	37.5
Sustainment/enhancement training in official or required AOR language	13	40.6
Pre-deployment training in language outside AOR (e.g., GWOT language)	7	21.9

Table K47: Training Effectiveness on Deployment.

Directions: Answer the following questions related to your most recent training experience in which you were deployed in that language after training (i.e. took a course and deployed).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2.	The language training I received prepared me for situations that I commonly encountered while deployed or on the mission.	26	2.7	1.16	41.3	15.4	38.5	15.4	26.9	3.8
3.	As a result of language training, I had no problem(s) speaking with local people, asking directions, giving commands, and reserving lodging.	25	2.4	1.22	34.0	24.0	44.0	12.0	12.0	8.0
4.	As a result of language training, I had no problem(s) building rapport/trust with local people.	26	2.5	1.24	37.5	23.1	30.8	30.8	3.8	11.5
5.	As a result of language training, I had no problem (s) reading street signs, warning markers, graffiti, important documents, and news.	26	2.5	1.21	37.5	23.1	34.6	15.4	23.1	3.8
6.	As a result of language training, I had no problem(s) listening to local people, answering their questions, and following local news programs.	26	2.3	1.08	31.7	26.9	38.5	15.4	19.2	-
7.	While deployed, I encountered situations where I felt that more substantial language training should have been required.	26	3.8	1.50	69.2	15.4	7.7	7.7	23.1	46.2

Table K48: Training Effectiveness on Deployment.

Directions: Answer the following questions related to your most recent training experience in which you were deployed in that language after training (i.e. took a course and deployed).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
8.	I was taught in the most up-to-date form of the language (i.e. how the language is currently used).	27	2.3	0.94	31.5	22.2	40.7	25.9	11.1	-
9.	While deployed, I found that I received incorrect information during language training.	25	2.8	1.05	44.0	12.0	28.0	36.0	20.0	4.0

Table K49: General Attitudes toward Language Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I believe that official language training is essential for success on the job.	43	4.3	1.13	83.1	7.0	-	9.3	20.9	62.8
2.	I do not believe the official language training focuses on the language skills and mission situations important to SOF.	41	3.2	1.24	56.1	9.8	22.0	17.1	36.6	14.6
3.	I would sacrifice some of the training allocated to my SOF skills training (e.g. weapons training) to shift to language proficiency.	44	3.3	1.26	56.3	11.4	20.5	13.6	40.9	13.6
4.	I do not put much effort into language training.	44	2.7	0.97	43.2	4.5	45.5	27.3	18.2	4.5
5.	I want to succeed in language training so that I will do well on missions.	43	4.4	0.62	84.3	-	-	7.0	48.8	44.2
6.	I am motivated to succeed in language training because I want to receive FLPP.	42	3.6	0.94	64.3	2.4	9.5	31.0	42.9	14.3
7.	I am motivated to succeed in language training because I am accountable to my team for my language abilities.	42	3.9	0.92	73.2	-	9.5	16.7	45.2	28.6
8.	I would be more motivated to perform well in language training if it was a criteria for promotions or would be used in future decisions about my job.	42	3.6	1.15	64.3	4.8	14.3	23.8	33.3	23.8
9.	Language training will make a good addition to my resume.	42	4.3	0.69	83.3	-	-	11.9	42.9	45.2
10.	My chain of command cares about my language proficiency.	43	3.0	1.00	51.2	4.7	27.9	30.2	32.6	4.7

Table K50: Attitudes toward Immersion Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
11.	I am often pulled out of language training for non-critical details.	42	3.7	1.04	68.5	2.4	9.5	26.2	35.7	26.2
12.	My chain of command will make the sacrifices necessary to ensure that I sustain my language proficiency.	43	2.5	0.91	37.2	14.0	37.2	34.9	14.0	-
13.	Maintaining proficiency in my core SOF skills does not leave time for maintaining appropriate language proficiency.	43	2.9	0.99	46.5	2.3	41.9	30.2	18.6	7.0
14.	With the current OPTEMPO, sustainment/enhancement training in my official language is impossible.	43	3.4	1.07	60.5	2.3	23.3	18.6	41.9	14.0
15.	I would put more effort into language training if the resources were more accessible.	43	4.0	0.95	73.8	2.3	4.7	18.6	44.2	30.2
16.	Selection for OCONUS immersion training is fair.	42	2.9	1.28	47.6	14.3	23.8	38.1	4.8	19.0
18.	OCONUS immersion training should occur regularly as part of sustainment/enhancement training.	44	4.7	0.57	91.5	-	-	4.5	25.0	70.5
19.	OCONUS immersion training is used (viewed) as a motivating reward rather than for skill enhancement.	39	4.1	0.98	78.2	-	5.1	25.6	20.5	48.7
20.	My command thinks that OCONUS immersion training is a boondoggle.	43	3.8	0.80	69.8	-	2.3	37.2	39.5	20.9
21.	CONUS iso-immersion is equally as effective as OCONUS immersion.	38	2.5	0.86	37.5	15.8	26.3	50.0	7.9	-

Table K51: Technology-Delivered Training.

Directions: Answer the following questions regarding your opinions and experiences with technology.		
1. Have you ever used technology-delivered training (Examples: Computer based training, video teleconferencing, distance/distributive learning, self-paced language learning software, etc.)?	N	Percentage
Yes	26	74.3
No	9	25.7

Table K52: Technology-Delivered Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2.	I believe that classroom training is more useful than technology-delivered training (TDT) for the initial acquisition of a language.	33	4.0	0.98	75.8	-	6.1	27.3	24.2	42.4
3.	I would be likely to use TDT options if they were available.	32	3.7	0.83	66.4	3.1	6.3	18.8	65.6	6.3
4.	I believe that TDT means that I will be completing training on my own time/ at home (e.g. not duty time).	33	3.7	0.92	66.7	-	15.2	18.2	51.5	15.2
5.	I believe that TDT is used most effectively when supplementing classroom instruction.	33	4.2	0.51	78.8	-	-	6.1	72.7	21.2
6.	I would be more likely to use TDT if it was scheduled (i.e., on duty time) versus when it is on my own time (i.e., not duty time).	33	4.2	0.68	79.5	-	-	15.2	51.5	33.3
7.	I believe that TDT is an effective way to learn language skills.	33	3.2	0.88	54.5	3.0	15.2	48.5	27.3	6.1
8.	I believe that TDT is an effective way to sustain/enhance my language skills.	33	3.5	0.83	63.6	-	12.1	30.3	48.5	-
9.	I believe that TDT is only effective when trainees are motivated.	32	3.9	0.73	72.7	-	-	31.3	46.9	21.9
10.	I have heard of the SOFTS (Special Operations Forces Training System) program where SOF personnel can take a class with a live instructor over the internet using PC-based teleconferencing.	32	1.7	0.89	18.0	50.0	34.4	9.4	6.3	-
11.	I would participate in SOFTS if I had the opportunity.	33	3.8	0.85	70.5	3.0	3.0	18.2	60.6	15.2

Table K53: Technology-Delivered Training.

I am more likely to use TDT rather than face-to-face (i.e. classroom) instruction because TDT...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
12.	Provides the convenience of working at home.	30	3.1	1.05	51.7	10.0	16.7	33.3	36.7	3.3
13.	Allows you to complete training at your own pace.	30	3.2	1.09	54.2	10.0	16.7	23.3	46.7	3.3
14.	Reduces external pressures such as live instructors or peers.	30	2.7	0.96	41.7	10.0	36.7	30.0	23.3	-

Table K54: Technology-Delivered Training.

Directions: Answer the following questions regarding your opinions and experiences with technology.		
15. Have you ever used machine language translation (MLT) devices (Example: Phraselator or Voice Response Translator (VRT))?	N	Percentage
Yes	5	15.2
No	28	84.8
16. Have you ever used the Phraselator?	N	Percentage
Yes	6	18.2
No	27	81.8
17. Have you ever used the VRT?	N	Percentage
Yes	-	-
No	33	100.0
18. Have you ever used S-Minds?	N	Percentage
Yes	-	-
No	33	100.0

Table K55: Technology-Delivered Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
19.	I believe that MLT is an effective way to communicate.	18	2.9	0.47	47.2	-	16.7	77.8	5.6	-
20.	I believe that MLT is effective for the SOF core tasks I conduct that require language capability.	18	2.6	0.50	40.3	-	38.9	61.1	-	-
21.	I believe that MLT shows promise for the future.	18	3.5	0.71	62.5	-	5.6	44.4	44.4	5.6
22.	I believe that MLT cannot replace language trained operators.	19	4.2	0.92	80.3	-	-	31.6	15.8	52.6

Table K56: Organizational Climate and Support.

Directions: Answer the following questions regarding organizational climate and support.							
Rate your command on how well it does on each of the following:		N	Percentage (%) of Responses				
			A (Excellent)	B (Above Average)	C (Average)	D (Below Average)	F (Fail)
1.	Allocating duty hours/weeks to language training or language practice.	44	6.8	38.6	36.4	11.4	6.8
2.	Encouraging the use of your language during non-language training.	44	2.3	13.6	25.0	36.4	22.7
3.	Placing command emphasis on language proficiency.	44	2.3	15.9	38.6	34.1	9.1
4.	Providing support to help you acquire and maintain enough proficiency to qualify for FLPP.	44	-	15.9	25.0	31.8	27.3
5.	Providing recognition and awards related to language.	44	4.5	2.3	22.7	40.9	29.5
6.	Providing language learning materials.	43	4.7	16.3	34.9	34.9	9.3
7.	Ensuring quality language instruction is available.	44	4.5	27.3	25.0	34.1	9.1
8.	Ensuring pre-deployment training is available.	44	2.3	20.5	31.8	38.6	6.8
9.	Placing command emphasis on taking the DLPT on time.	44	20.5	36.4	20.5	15.9	6.8
10.	Finding ways to increase time for language training.	44	2.3	9.1	43.2	29.5	15.9
11.	Ensuring that personnel in language training are not pulled for non-critical details.	44	4.5	18.2	29.5	22.7	25.0

Table K57: Language and Attrition.

Directions: Answer the following questions regarding language and its relation to attrition.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I intend to leave SOF if I am unable to get the language training I need.	40	1.9	1.00	21.3	40.0	47.5	5.0	2.5	5.0
2.	I have considered leaving SOF to pursue a job in the civilian world where my language skills will be highly compensated.	40	3.0	1.29	49.4	12.5	30.0	20.0	22.5	15.0
3.	My decision to re-enlist in SOF is based in part on issues relating to language proficiency and language training.	37	2.6	1.24	39.9	21.6	29.7	24.3	16.2	8.1
4.	I intend to leave SOF if language requirements are increased.	40	1.9	0.90	22.5	35.0	47.5	12.5	2.5	2.5
5.	I am likely to re-enlist in SOF.	35	3.9	1.14	73.6	5.7	2.9	22.9	28.6	40.0

Table K58: Demographics.

To which military branch of service are you assigned?	N	Percentage
Air Force	-	-
Army	45	100.0
Navy	-	-
Have you been deployed with a SOF Unit in the past four (4) years?	N	Percentage
Yes	34	75.6
No	11	24.4
How many years of total service in SOF do you have?	N	Percentage
Less than one year	1	2.2
1-4 years	21	46.7
5-8 years	11	24.4
9-12 years	2	4.4
12-16 years	6	13.3
17-20 years	3	6.7
More than 20 years	1	2.2
How long have you been working in your current job?	N	Percentage
Less than one year	11	24.4
1-4 years	28	62.2
5-8 years	3	6.7
9-12 years	3	6.7
12-16 years	-	-
17-20 years	-	-
More than 20 years	-	-

Table K59: Demographics.

What is your current official or required language?	N	Percentage
Chinese-Mandarin	3	6.5
French	10	21.7
German	3	6.5
Indonesian	5	10.9
Korean	2	4.3
Modern Standard Arabic	5	10.9
Pashtu	1	2.2
Polish	1	2.2
Portuguese (Brazilian)	1	2.2
Russian	4	8.7
Serbian-Croatian	2	4.3
Spanish	7	15.2
Thai	1	2.2
Miscellaneous CAT I	1	2.2

Table K60: Demographics.

What other languages are you proficient in besides your current official or required language?	N	Percentage
Cambodian (Khmer)	1	5.6
French	1	5.6
German	4	22.2
Modern Standard Arabic	1	5.6
Portuguese (Brazilian)	1	5.6
Russian	1	5.6
Serbian-Croatian	1	5.6
Spanish	6	33.3
Japanese	1	5.6
Italian	1	5.6

Table K61: Demographics.

How long have you been deployed in the last 12 months?	N	Percentage
Have not been deployed	22	48.9
1-2 months	7	15.6
3-4 months	6	13.3
5-6 months	5	11.1
More than 6 months	5	11.1
How many times have you been deployed on exercises or operations in your AOR? Include all deployments during your career.	N	Percentage
Have not been deployed	15	34.1
1-2 times	13	29.5
3-4 times	8	18.2
5-6 times	1	2.3
More than 6 times	7	15.9
How many times have you been deployed on exercises or operations outside of your AOR? Include all deployments during your career.	N	Percentage
Have not been deployed	18	40.0
1-2 times	11	24.4
3-4 times	9	20.0
5-6 times	2	4.4
More than 6 times	5	11.1

Table K62: Demographics.

Which operator type best describes you?	N	Percentage
PSYOP AC	45	100.0

Table K63: Demographics.

What is your grade?	N	Percentage
E3	3	7.1
E4	9	21.4
E5	10	23.8
E6	5	11.9
E7	3	7.1
E8	4	9.5
WO-04	1	2.4
O-3	2	4.8
O-4	5	11.9

Table K64: Demographics.

Are you currently on active duty?	N	Percentage
Yes	43	95.6
No	2	4.4
Are you a member of the Reserves/National Guard?	N	Percentage
Yes	1	2.3
No	42	97.7

Appendix L: Findings for Psychological Operations Reserve Component²⁸⁸

²⁸⁸ This group includes individuals who indicated PSYOP RC as their SOF personnel type.

Table L1: General Language Requirements.

1. Think about the use of street dialect (e.g. blue-collar/slang) in conversation with people in the deployment location. Example: Asking for directions from or giving important instructions to the typical person you encounter while deployed.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you use this street dialect?	15	3.3	1.18	58.3	6.7	13.3	40.0	20.0	20.0
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is street dialect to completing SOF core tasks?	16	3.5	1.10	62.5	6.3	6.3	37.5	31.3	18.8

Table L2: General Language Requirements.

2. Think about giving commands in a direct action scenario in the deployment language. Example: "Get down!" or "Drop the weapon!"										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you give this type of command?	15	2.8	1.32	45.0	20.0	26.7	13.3	33.3	6.7
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is giving this type of command?	16	4.1	1.02	78.1	-	12.5	6.3	37.5	43.8

Table L3: General Language Requirements.

3. Think about the use of formal language in conversation with people in the deployment location. Example: Giving a thank you speech to local country hosts or conducting business negotiations with officials.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you use this formal language?	15	3.1	1.03	51.7	6.7	20.0	40.0	26.7	6.7
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is formal language to completing SOF core tasks?	16	3.3	1.00	56.3	6.3	12.5	37.5	37.5	6.3

Table L4: General Language Requirements.

4. Think about the use of language in building rapport with people in the deployment location. Example: The initial meeting with the local militia leader.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	16	4.6	0.73	89.1	-	-	12.5	18.8	68.8
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	16	4.7	0.60	92.2	-	-	6.3	18.8	75.0

Table L5: General Language Requirements.

5. Think about the use of military or technical vocabulary in conversation with people in the deployment location. Example: Training local mechanics, policemen, or soldiers.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you use military-technical vocabulary?	16	2.9	1.31	46.9	12.5	31.3	31.3	6.3	18.8
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this vocabulary to completing SOF core tasks?	16	3.4	1.09	59.4	-	25.0	31.3	25.0	18.8

Table L6: General Language Requirements.

6. Think about reading in the language of the deployment country. Examples: Identifying important documents, reading signs/graffiti, and navigation.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	16	4.4	0.72	84.4	-	-	12.5	37.5	50.0
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	16	4.5	0.63	87.5	-	-	6.3	37.5	56.3

Table L7: General Language Requirements.

7. Think about writing in the language of the deployment country. Example: Making written arrangements (contracts) with local officials, writing an operations order, or writing a list of supplies for a local guide to purchase.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	15	2.7	1.29	41.7	20.0	26.7	33.3	6.7	13.3
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	16	3.4	1.09	59.4	-	18.8	50.0	6.3	25.0

Table L8: General Language Requirements.

8. Think about listening to conversations or broadcasts in the language of the deployment country. Example: Listening to conversations at a café or a radio broadcast to determine local support for your presence.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	15	4.3	0.70	81.7	-	-	13.3	46.7	40.0
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	16	4.3	0.79	82.8	-	-	18.8	31.3	50.0

Table L9: General Language Requirements.

9. Which statement best describes the level of language proficiency ideal for your typical tasks and duties?	N	Percentage
None	-	-
Asking directions; reading street signs or a map; giving basic commands; using simple common courtesy phrases and questions ("tourist guide" phrases); limited knowledge of the culture.	2	12.5
Asking and responding to questions beyond the standard "tourist guide" phrases; limited conversation/dialogue; listening and understanding the typical radio/TV broadcasts or conversation; getting the gist of newspaper headlines or articles; working knowledge and understanding of the culture.	2	12.5
Extended dialogue/conversation on a variety of topics; reading important documents or the local newspaper with a good understanding; listening and understanding most conversations or broadcasts; and ability to understand culturally appropriate humor and metaphors.	6	37.5
Negotiations; persuading others with complex issues or thoughts; writing contracts or complex messages; reading very sophisticated or technical materials; complete comprehension of conversations and broadcasts; confidence in all levels of conversation; and ability to use culturally appropriate humor and metaphors.	6	37.5

Table L10: Mission-based Language Requirements.

1. What was your primary SOF core task on this deployment?	N	Percentage
Psychological Operations (PSYOP)	16	100.0
2. Was this mission inside or outside your AOR?	N	Percentage
Inside AOR	14	87.5
Outside AOR	2	12.5

Table L11: Mission-based Language Requirements.

3. Which statements best describes the level of language proficiency ideal for you tasks and duties on this mission?	N	Percentage
None	-	-
Asking directions; reading street signs or a map; giving basic commands; using simple common courtesy phrases and questions ("tourist guide" phrases); limited knowledge of the culture.	2	12.5
Asking and responding to questions beyond the standard "tourist guide" phrases; limited conversation/dialogue; listening and understanding the typical radio/TV broadcasts or conversation; getting the gist of newspaper headlines or articles; working knowledge and understanding of the culture.	2	12.5
Extended dialogue/conversation on a variety of topics; reading important documents or the local newspaper with a good understanding; listening and understanding most conversations or broadcasts; and ability to understand culturally appropriate humor and metaphors.	8	50.0
Negotiations; persuading others with complex issues or thoughts; writing contracts or complex messages; reading very sophisticated or technical materials; complete comprehension of conversations and broadcasts; confidence in all levels of conversation; and ability to use culturally appropriate humor and metaphors.	4	25.0
4. Which of the following language-related tasks were required for this mission?	N	Percentage
Topic specific instruction; teaching a class on how to employ and maintain equipment, teaching tactics, explaining the role and function of staff personnel.	-	-
Establishing and building rapport and some level of trust with a political or military figure.	9	56.3
Both a and b	7	43.8
Neither a and b	-	-
5. How long were you deployed in this country?	N	Percentage
Less than 3 months	2	12.5
3 – 6 months	3	18.8
6 – 12 months	11	68.8
Over 12 months	-	-

Table L12: Mission-based Language Requirements.

How much did the mission require you to use the following in the deployment language?		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Always
6.	Military-specific language	15	2.9	0.96	48.3	-	40.0	33.3	20.0	6.7
7.	Formal language	16	3.1	0.96	53.1	-	31.3	31.3	31.3	6.3
8.	Slang/street language	16	3.7	0.79	67.2	-	-	50.0	31.3	18.8
9.	Local dialect	16	3.9	0.89	71.9	-	6.3	25.0	43.8	25.0
10.	Speaking skills	16	4.2	0.91	79.7	-	6.3	12.5	37.5	43.8
11.	Listening skills	16	4.3	0.95	82.8	-	6.3	12.5	25.0	56.3
12.	Reading skills	16	3.4	0.96	59.4	-	18.8	37.5	31.3	12.5
13.	Writing skills	16	2.5	1.26	37.5	25.0	25.0	37.5	12.5	-
14.	Job aids (Example: note cards or Kwikpoint, but not interpreters)	15	2.1	1.28	26.7	53.3	6.7	20.0	20.0	-
15.	Interpreters	16	4.4	1.15	85.9	6.3	-	12.5	6.3	75.0

Table L13: Mission-based Language Requirements.

Please rate the following on a scale of Strongly Disagree to Strongly Agree		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
16.	I was well prepared for this deployment in terms of language and cultural understanding.	15	3.0	1.00	50.0	6.7	20.0	46.7	20.0	6.7
17.	I used my language skills frequently while on this deployment.	13	3.8	1.42	69.2	15.4	-	15.4	30.8	38.5

Table L14: Mission-based Language Requirements.

How important do you believe language proficiency is for...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Not Important	Low Importance	Important	High Importance	Critical
18.	Building rapport/trust	16	4.8	0.45	93.8	-	-	-	25.0	75.0
19.	Training or teaching others	16	3.6	0.96	65.6	6.3	-	31.3	50.0	12.5
20.	Reducing need for interpreters/translators	15	3.8	1.21	70.0	6.7	6.7	20.0	33.3	33.3
21.	Logistics (i.e. saving time or convenience in getting things done)	16	3.3	1.01	57.8	-	18.8	50.0	12.5	18.8
22.	Timely identification of important documents	16	3.8	0.75	70.3	-	-	37.5	43.8	18.8
23.	Giving basic commands	16	3.9	0.89	71.9	-	6.3	25.0	43.8	25.0
24.	Discrete eavesdropping	16	4.2	0.83	79.7	-	-	25.0	31.3	43.8
25.	Increasing situational awareness	16	4.3	0.79	82.8	-	-	18.8	31.3	50.0
26.	Maintaining control in hostile confrontations	16	4.3	0.70	82.8	-	-	12.5	43.8	43.8
27.	Persuading people to provide sensitive information	16	4.3	0.79	82.8	-	-	18.8	31.3	50.0
28.	Negotiations	16	4.1	0.93	76.6	-	-	37.5	18.8	43.8

Table L15: Use of Interpreters.

1. Have you used an interpreter on a mission in the past four years?	N	Percentage
Yes	15	93.8
No	1	6.3

Table L16: Use of Interpreters.

Directions: Answer the following questions about your experiences with interpreters on your missions. Think about this across all of your deployments inside and outside your AOR (i.e., your unit's normal area of responsibility).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
1.	How often do you use CAT I interpreters (i.e. Local hire, indigenous personnel, not vetted; OR a US citizen, not vetted)?	15	4.7	0.82	91.7	-	6.7	-	13.3	80.0
2.	How often do you use CAT II/III interpreters (i.e. US citizen with a secret OR top secret clearance)?	15	2.7	1.16	43.3	13.3	33.3	26.7	20.0	6.7

Table L17: Use of Interpreters.

Directions: Answer the following questions about your experiences with interpreters on your missions. Think about this across all of your deployments inside and outside your AOR (i.e., your unit's normal area of responsibility).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3.	If I were more proficient in my current or official language, I would be less likely to rely on interpreters.	15	3.9	1.36	71.7	6.7	13.3	13.3	20.0	46.7
4.	In my experiences, I have observed situations where interpreters have compromised the mission outcome.	15	3.5	1.30	63.3	13.3	6.7	13.3	46.7	20.0
5.	I use interpreters only when advanced/high levels of proficiency are required.	15	2.2	1.32	30.0	33.3	40.0	13.3	-	13.3
6.	It would have been useful to receive training on using interpreters prior to deployment.	14	4.0	0.78	75.0	-	-	28.6	42.9	28.6
7.	Interpreters are essential for carrying out missions.	15	4.5	0.64	86.7	-	-	6.7	40.0	53.3
8.	I feel our unit is too dependent on interpreters.	15	3.7	1.50	66.7	13.3	13.3	6.7	26.7	40.0
9.	My unit frequently uses interpreters when deployed inside the normal AOR.	15	4.7	0.62	91.7	-	-	6.7	20.0	73.3
10.	I can be as effective on my missions without an interpreter.	15	1.6	0.83	15.0	53.3	40.0	-	6.7	-
11.	In my experience, most interpreters were trustworthy.	15	3.5	0.64	61.7	-	-	60.0	33.3	6.7
12.	In my experience, most interpreters were competent.	15	3.3	0.72	58.3	-	6.7	60.0	26.7	6.7

Table L18: Outside AOR Deployment.

1. Have you been deployed out of your unit's normal Area of Responsibility (AOR) in the past four years?	N	Percentage
Yes	5	31.3
No	11	68.8

Table L19: Outside AOR Deployment.

Directions: Answer these questions according to your most recent deployment outside of your unit's AOR or normal area of responsibility (e.g., GWOT mission).		
1. Which statement best describes the level of language proficiency ideal for you tasks and duties on this mission?	N	Percentage
None	-	-
Asking directions; reading street signs or a map; giving basic commands; using simple common courtesy phrases and questions ("tourist guide" phrases); limited knowledge of the culture.	1	20.0
Asking and responding to questions beyond the standard "tourist guide" phrases; limited conversation/dialogue; listening and understanding the typical radio/TV broadcasts or conversation; getting the gist of newspaper headlines or articles; working knowledge and understanding of the culture.	2	40.0
Extended dialogue/conversation on a variety of topics; reading important documents or the local newspaper with a good understanding; listening and understanding most conversations or broadcasts; and ability to understand culturally appropriate humor and metaphors.	2	40.0
Negotiations; persuading others with complex issues or thoughts; writing contracts or complex messages; reading very sophisticated or technical materials; complete comprehension of conversations and broadcasts; confidence in all levels of conversation; and ability to use culturally appropriate humor and metaphors.	-	-
2. Which of the following language-related tasks were required for this mission?	N	Percentage
Topic specific instruction; teaching a class on how to employ and maintain equipment, teaching tactics, explaining the role and function of staff personnel.	-	-
Establishing and building rapport and some level of trust with a political or military figure.	1	20.0
Both a and b	3	60.0
Neither a and b	1	20.0

Table L20: Outside AOR Deployment.

Directions: Answer these questions according to your most recent deployment outside of your unit's AOR or normal area of responsibility (e.g., GWOT mission).		
3. How long were you deployed in this country?	N	Percentage
Less than 3 months	1	20.0
3 – 6 months	1	20.0
6 – 12 months	3	60.0
Over 12 months	-	-

Table L21: Outside AOR Deployment.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4.	I was able to meet the language-related requirements of this mission.	5	2.6	1.34	40.0	20.0	40.0	-	40.0	-
5.	While on this deployment, I experienced language-related issues or deficiencies.	5	4.2	0.84	80.0	-	-	20.0	40.0	40.0
6.	My proficiency in my official or required language suffered because of this deployment.	4	3.0	1.83	50.0	25.0	25.0	-	25.0	25.0
7.	I am confident that I will be able to regain my previous proficiency in my official or required language.	4	3.8	0.50	68.8	-	-	25.0	75.0	-
8.	Prior to deployment, I was proficient in the language required.	4	2.3	1.26	31.3	25.0	50.0	-	25.0	-

Table L22: Outside AOR Deployment.

1. I received pre-deployment language training?	N	Percentage
Yes	3	60.0
No	2	40.0

Table L23: Use of Interpreters Outside AOR Deployment.

1. Have you used an interpreter on a mission in the past four years?	N	Percentage
Yes	5	100.0
No	-	-

Table L24: Use of Interpreters Outside AOR Deployment.

1. What type of interpreter was used for this mission?	N	Percentage
CAT I (i.e., Local hire indigenous personnel, not vetted; OR a US citizen not vetted)	5	100.0
CAT II / CAT III (i.e., US citizen with a secret OR top secret clearance)	-	-
Both CAT I and CAT II/III	-	-

Table L25: Use of Interpreters Outside AOR Deployment.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2.	Using interpreter(s) was essential for carrying out this mission.	5	4.6	0.89	90.0	-	-	20.0	-	80.0
3.	I could have been as effective on this mission without using interpreter(s).	5	1.4	0.55	10.0	60.0	40.0	-	-	-
4.	The interpreter(s) that I used on this mission was (were) trustworthy.	5	4.0	1.00	75.0	-	-	40.0	20.0	40.0
5.	The interpreter(s) that I used on this mission was (were) competent.	5	4.2	0.45	80.0	-	-	-	80.0	20.0
6.	I feel that during this mission, I was too dependent on interpreters.	5	3.6	1.14	65.0	-	20.0	20.0	40.0	20.0
7.	My unit frequently uses interpreters when outside the normal AOR.	5	4.6	0.55	90.0	-	-	-	40.0	60.0

Table L26: Beliefs about Proficiency.

Directions: Respond to the following items based on your skills related to your official or required language.		
1. Do you have any level of proficiency in a language other than English?	N	Percentage
Yes	22	91.7
No	2	8.3

Table L27: Beliefs about Proficiency.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Always
2.	I feel confident in my ability to use military terminology in the language required by my AOR assignment.	23	2.6	1.08	40.2	17.4	30.4	26.1	26.1	-
3.	I feel confident in my ability to satisfy minimum courtesy requirements and maintain very simple face-to-face conversations on familiar topics in the language required by my AOR assignment.	23	3.5	1.62	63.0	21.7	4.3	17.4	13.0	43.5
4.	I feel confident in my ability to participate in informal conversations on practical, social, and professional topics in the language required by my AOR assignment.	22	2.8	1.40	45.5	22.7	22.7	18.2	22.7	13.6

Table L28: Official Language Testing.

1. Have you taken the Defense Language Proficiency Test (DLPT) in the past four years?	N	Percentage
Yes	14	63.6
No	8	36.4
2. Are you currently required to take the DLPT annually?	N	Percentage
Yes	8	61.5
No	5	38.5

Table L29: Official Language Testing.

3. What is your current official or required AOR language?	N	Percentage
French	1	7.1
Korean	2	14.3
Modern Standard Arabic	6	42.9
Spanish	2	14.3
Tagalog (Filipino)	1	7.1
Thai	1	7.1
Miscellaneous CAT IV	1	7.1

Table L30: Official Language Testing.

4. When was the last time that you took the DLPT in your current official or required AOR language?	N	Percentage
2004	9	69.2
2003	1	7.7
2002	2	15.4
2001	1	7.7
Prior to 2001	-	-
5. What is your level of proficiency in your current official or required AOR language according to your most recent DLPT score? (Listening)	N	Percentage
0	-	-
0+	1	8.3
1	3	25.0
1+	-	-
2	4	33.3
2+	2	16.7
3	2	16.7
6. What is your level of proficiency in your current official or required AOR language according to your most recent DLPT score? (Reading)	N	Percentage
0	-	-
0+	1	8.6
1	2	16.7
1+	-	-
2	3	25.0
2+	3	25.0
3	3	25.0

Table L31: Official Language Testing.

5. Have you ever taken an Oral Proficiency Interview (OPI)?	N	Percentage
Yes	9	64.3
No	5	35.7

Table L32: Official Language Testing.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
6.	The content of the DLPT is clearly related to what I do during deployment.	12	1.8	0.94	20.8	41.7	41.7	8.3	8.3	-
7.	My DLPT scores accurately reflect my ability to use language while on the job.	13	3.2	1.07	53.8	7.7	15.4	38.5	30.8	7.7
8.	Operators who perform well on the DLPT are more likely to successfully use language in the field.	13	3.1	1.19	51.9	7.7	23.1	38.5	15.4	15.4
9.	If my score on the DLPT is too high, my chain of command will take unfair advantage of me.	12	2.3	1.22	31.3	25.0	50.0	8.3	8.3	8.3
10.	I marked the same answer for every question on the DLPT to get it over with quickly.	13	1.3	1.11	7.7	92.3	-	-	-	7.7
11.	I have memorized the answers to the DLPT since it never changes.	12	1.5	1.00	12.5	75.0	8.3	8.3	8.3	-
12.	The OPI (Oral Proficiency Interview) is more related to mission performance than the DLPT.	10	3.4	1.43	60.0	10.0	20.0	20.0	20.0	30.0

Table L33: Foreign Language Proficiency Pay.

Directions: Please respond to the following items regarding Foreign Language Proficiency Pay (FLPP)		
1. Have you received Foreign Language Proficiency Pay (FLPP) in the past four years?	N	Percentage
Yes	5	22.7
No	17	77.3
2. Do you currently receive Foreign Language Proficiency Pay (FLPP)?	N	Percentage
Yes	4	18.2
No	18	81.8

Table L34: Foreign Language Proficiency Pay.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3.	FLPP motivates me to acquire new language skills during personal time.	20	3.3	1.17	57.5	5.0	20.0	35.0	20.0	20.0
4.	FLPP motivates me to maintain my current level of language skills during personal time.	20	3.5	1.15	61.3	10.0	5.0	30.0	40.0	15.0
5.	Procedures for allocating FLPP are fair.	19	2.5	1.17	36.8	26.3	21.1	36.8	10.5	5.3
6.	Procedures for receiving FLPP are straight-forward and simple.	17	2.5	1.07	36.8	23.5	23.5	35.3	17.6	-
7.	I believe the amount of my FLPP reflects the effort that I have put into learning or maintaining a language.	19	2.1	1.13	26.3	42.1	26.3	15.8	15.8	-

Table L35: Foreign Language Proficiency Pay.

8. FLPP would be more motivating if.... (check all that apply)	N	Percentage
The amounts were increased (e.g. more money).	15	62.5
It was paid for lower proficiency levels.	10	41.7
It was paid once per year as a bonus.	3	12.5
We could get FLPP for speaking proficiency.	12	50.0
The Unit would provide more resources for language training.	17	70.8
The Unit would provide more time for language training.	16	66.7
I had been trained to a higher level during initial acquisition.	10	41.7

Table L36: Language Training.

1. Indicate the military-provided training for your current, official, or required language that you have received in the PAST FOUR YEARS?	N	Percentage
Initial Acquisition Training	8	33.3
Sustainment/Enhancement Training	-	-
Both of the above	4	16.7
Neither of the above	12	50.0
2. Have you participated in military-provided immersion training?	N	Percentage
Yes	2	8.3
No	22	91.7
3. Have you EVER received language training paid for and/or sponsored by the military or government?	N	Percentage
Yes	11	45.8
No	13	54.2

Table L37: Initial Acquisition Language Training.

Directions: Answer the following questions about your initial acquisition language training in your official or required language.		
1. What was the source of your initial acquisition language training?	N	Percentage
DLI (at Monterey, California)	8	66.7
USAJFKSWCS	1	8.3
Unit/Command Language Program (CLP)	3	25.0
DLI (at Washington, DC)	-	-
2. What was the instructional mode of your initial acquisition language training?	N	Percentage
Classroom	12	100.0
Classroom followed by immersion	-	-
DL (i.e., distance/distributive learning)	-	-

Table L38: Initial Acquisition Language Training.

Answer the following about your instructor(s)...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3.	My instructor was effective in preparing me to use my language skills.	12	4.3	0.75	81.3	-	-	16.7	41.7	41.7
4.	It was clear that the instructor incorporated SOF considerations in his/her teaching objectives (e.g. mission language requirements).	12	3.0	1.21	50.0	8.3	33.3	16.7	33.3	8.3
5.	My instructor utilized current examples from TV, movies, radio, magazines, and newspapers to teach the language.	12	3.8	1.19	70.8	-	25.0	41.7	-	33.3
6.	My instructor was knowledgeable about how the language is currently used.	12	4.2	1.19	79.2	8.3	-	8.3	33.3	50.0
7.	The instructor encouraged students to speak in the target language.	12	4.6	0.67	89.6	-	-	8.3	25.0	66.7

Table L39: Initial Acquisition Language Training.

Answer the following about the curriculum...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
8.	The primary emphasis of the curriculum was on the formal language.	12	4.2	0.83	79.2	-	8.3	-	58.3	33.3
9.	The curriculum included slang and/or street language.	12	2.7	1.15	41.7	16.7	33.3	16.7	33.3	-
10.	The materials used in training were free from error.	12	2.3	1.29	31.3	41.7	16.7	16.7	25.0	-
11.	The curriculum included instruction and practice in all four skill modalities (i.e. reading, writing, speaking, and listening).	12	4.4	0.67	85.4	-	-	8.3	41.7	50.0
12.	The curriculum covered the vocabulary necessary for my job and missions.	12	2.6	1.31	39.6	25.0	25.0	25.0	16.7	8.3
13.	The curriculum was pre-packaged and not customized to SOF.	12	3.6	1.38	64.6	16.7	-	16.7	41.7	25.0
14.	The course would have been more effective if we had covered less content in more detail.	12	2.7	1.61	41.7	33.3	25.0	-	25.0	16.7

Table L40: Sustainment/Enhancement Language Training.

Directions: Answer the following questions about your sustainment/enhancement language training in your official or required language.		
1. What was the source of your sustainment/enhancement language training?	N	Percentage
DLI (at Monterey, California)	1	25.0
Unit/Command Language Program (CLP)	3	75.0
DLI (at Washington, DC)	-	-
Self-Study	-	-
2. What was the instructional mode of your sustainment/enhancement language training?	N	Percentage
Language Lab	1	25.0
Distance Learning (DL)	-	-
College classes	-	-
Immersion	-	-
Classroom (DLI/Unit)	3	75.0
Language days/activities	-	-
Tutoring	-	-
3. Did you have an instructor for your sustainment/enhancement language training?	N	Percentage
Yes	3	75.0
No	1	25.0

Table L41: Sustainment/Enhancement Language Training.

Answer the following about your instructor(s)...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4.	My instructor was effective in preparing me to use my language skills.	3	3.7	0.58	66.7	-	-	33.3	66.7	-
5.	It was clear that the instructor incorporated SOF considerations in his/her teaching objectives (e.g. mission language requirements).	3	2.0	0.00	25.0	-	100.0	-	-	-
6.	My instructor utilized current examples from TV, movies, radio, magazines, and newspapers to teach the language.	3	3.3	1.15	58.3	-	33.3	-	66.7	-
7.	My instructor was knowledgeable about how the language is currently used.	3	4.3	0.58	83.3	-	-	-	66.7	33.3
8.	The instructor encouraged students to speak in the target language.	3	4.7	0.58	91.7	-	-	-	33.3	66.7

Table L42: Sustainment/Enhancement Language Training.

Answer the following about the curriculum...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
9.	The primary emphasis of the curriculum was on the formal language.	4	3.3	0.96	56.3	-	25.0	25.0	50.0	-
10.	The curriculum included slang and/or street language.	4	3.0	0.82	50.0	-	25.0	50.0	25.0	-
11.	The materials used in training were free from error.	3	2.7	1.53	41.7	33.3	-	33.3	33.3	-
12.	The curriculum included instruction and practice in all four skill modalities (i.e. reading, writing, speaking, and listening).	4	3.0	1.15	50.0	-	50.0	-	50.0	-
13.	The curriculum covered the vocabulary necessary for my job and missions.	4	3.5	0.58	62.5	-	-	50.0	50.0	-
14.	The curriculum was pre-packaged and not customized to SOF.	4	2.8	0.96	43.8	-	50.0	25.0	25.0	-
15.	The course would have been more effective if we had covered less content in more detail.	4	2.5	1.29	37.5	25.0	25.0	25.0	25.0	-

Table L43: Immersion Training.

Directions: When answering these questions, think about the most recent immersion training that you have had.		
1. How many weeks was your immersion training?	N	Percentage
0-2 weeks	1	50.0
3-4 weeks	-	-
5-6 weeks	1	50.0
3. What kind of immersion training was it?	N	Percentage
Iso-immersion (i.e., CONUS)	2	100.0
Immersion training (i.e., OCONUS)	-	-

Table L44: Immersion Training.

4. What language were you studying during immersion training?	N	Percentage
Modern Standard Arabic	1	50.0
Miscellaneous CAT IV	1	50.0

Table L45: Immersion Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
5.	My language proficiency improved as a result of immersion training.	2	3.0	1.41	50.0	-	50.0	-	50.0	-
6.	I would have benefited more from immersion training if my initial proficiency was higher.	2	4.0	0.00	75.0	-	-	-	100.0	-
7.	Immersion training is the most effective way to acquire language skills.	2	4.5	0.71	87.5	-	-	-	50.0	50.0
8.	I think that OCONUS immersion training is a boondoggle.	1	5.0	.	100.0	-	-	-	-	100.0

Table L46: Training Effectiveness of Deployment.

Directions: answer the following questions related to your most recent training experience in which you were deployed in that language after training (i.e. took a course and deployed)		
1. Please indicate your most recent training experience in which you were deployed in that language after training:	N	Percentage
Initial acquisition language training	8	66.7
Sustainment/enhancement training in official or required AOR language	1	8.3
Pre-deployment training in language outside AOR (e.g., GWOT language)	3	25.0

Table L47: Training Effectiveness of Deployment.

Directions: Answer the following questions related to your most recent training experience in which you were deployed in that language after training (i.e. took a course and deployed).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2.	The language training I received prepared me for situations that I commonly encountered while deployed or on the mission.	8	2.8	1.04	43.8	12.5	25.0	37.5	25.0	-
3.	As a result of language training, I had no problem(s) speaking with local people, asking directions, giving commands, and reserving lodging.	9	2.9	1.17	47.2	11.1	33.3	11.1	44.4	-
4.	As a result of language training, I had no problem(s) building rapport/trust with local people.	9	3.2	1.20	55.6	11.1	22.2	-	66.7	-
5.	As a result of language training, I had no problem (s) reading street signs, warning markers, graffiti, important documents, and news.	9	2.8	1.09	44.4	11.1	33.3	22.2	33.3	-
6.	As a result of language training, I had no problem(s) listening to local people, answering their questions, and following local news programs.	9	2.3	1.32	33.3	33.3	33.3	-	33.3	-
7.	While deployed, I encountered situations where I felt that more substantial language training should have been required.	8	4.8	0.46	93.8	-	-	-	25.0	75.0

Table L48: Training Effectiveness of Deployment.

Directions: Answer the following questions related to your most recent training experience in which you were deployed in that language after training (i.e. took a course and deployed).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
8.	I was taught in the most up-to-date form of the language (i.e. how the language is currently used).	10	2.8	1.32	45.0	20.0	20.0	30.0	20.0	10.0
9.	While deployed, I found that I received incorrect information during language training.	8	3.1	0.83	53.1	-	25.0	37.5	37.5	-

Table L49: General Attitudes toward Language Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I believe that official language training is essential for success on the job.	24	4.1	1.39	78.1	12.5	4.2	-	25.0	58.3
2.	I do not believe the official language training focuses on the language skills and mission situations important to SOF.	22	2.8	1.11	44.3	18.2	18.2	31.8	31.8	-
3.	I would sacrifice some of the training allocated to my SOF skills training (e.g. weapons training) to shift to language proficiency.	24	3.9	0.99	71.9	4.2	4.2	16.7	50.0	25.0
4.	I do not put much effort into language training.	22	2.5	1.44	37.5	36.4	18.2	13.6	22.7	9.1
5.	I want to succeed in language training so that I will do well on missions.	23	4.7	0.45	93.5	-	-	-	26.1	73.9
6.	I am motivated to succeed in language training because I want to receive FLPP.	24	3.2	1.22	55.2	8.3	20.8	29.2	25.0	16.7
7.	I am motivated to succeed in language training because I am accountable to my team for my language abilities.	22	4.1	1.11	77.3	4.5	4.5	13.6	31.8	45.5
8.	I would be more motivated to perform well in language training if it was a criteria for promotions or would be used in future decisions about my job.	24	3.4	1.18	60.4	8.3	8.3	37.5	25.0	20.8
9.	Language training will make a good addition to my resume.	23	4.2	0.74	80.4	-	-	17.4	43.5	39.1
10.	My chain of command cares about my language proficiency.	22	2.8	1.23	44.3	18.2	22.7	31.8	18.2	9.1

Table L50: Attitudes toward Immersion Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
11.	I am often pulled out of language training for non-critical details.	14	3.5	1.29	62.5	-	28.6	28.6	7.1	35.7
12.	My chain of command will make the sacrifices necessary to ensure that I sustain my language proficiency.	20	2.2	1.11	30.0	35.0	25.0	25.0	15.0	-
13.	Maintaining proficiency in my core SOF skills does not leave time for maintaining appropriate language proficiency.	19	3.4	1.16	59.2	5.3	21.1	21.1	36.8	15.8
14.	With the current OPTEMPO, sustainment/enhancement training in my official language is impossible.	19	3.3	1.11	57.9	5.3	21.1	21.1	42.1	10.5
15.	I would put more effort into language training if the resources were more accessible.	23	4.5	0.90	87.0	-	4.3	13.0	13.0	69.6
16.	Selection for OCONUS immersion training is fair.	15	2.3	1.44	31.7	46.7	13.3	13.3	20.0	6.7
18.	OCONUS immersion training should occur regularly as part of sustainment/enhancement training.	21	4.8	0.44	94.0	-	-	-	23.8	76.2
19.	OCONUS immersion training is used (viewed) as a motivating reward rather than for skill enhancement.	19	3.6	1.12	64.5	5.3	5.3	42.1	21.1	26.3
20.	My command thinks that OCONUS immersion training is a boondoggle.	11	3.7	1.27	68.2	-	27.3	9.1	27.3	36.4
21.	CONUS iso-immersion is equally as effective as OCONUS immersion.	17	2.3	1.10	32.4	29.4	29.4	23.5	17.6	-

Table L51: Technology-Delivered Training.

Directions: Answer the following questions regarding your opinions and experiences with technology.		
1. Have you ever used technology-delivered training (Examples: Computer based training, video teleconferencing, distance/distributive learning, self-paced language learning software, etc.)?	N	Percentage
Yes	8	72.7
No	3	27.3

Table L52: Technology-Delivered Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2.	I believe that classroom training is more useful than technology-delivered training (TDT) for the initial acquisition of a language.	10	4.1	0.74	77.5	-	-	20.0	50.0	30.0
3.	I would be likely to use TDT options if they were available.	11	4.4	0.50	84.1	-	-	-	63.6	36.4
4.	I believe that TDT means that I will be completing training on my own time/ at home (e.g. not duty time).	11	3.4	1.03	59.1	-	27.3	18.2	45.5	9.1
5.	I believe that TDT is used most effectively when supplementing classroom instruction.	11	4.6	0.50	90.9	-	-	-	36.4	63.6
6.	I would be more likely to use TDT if it was scheduled (i.e., on duty time) versus when it is on my own time (i.e., not duty time).	9	3.9	1.05	72.2	-	11.1	22.2	33.3	33.3
7.	I believe that TDT is an effective way to learn language skills.	10	2.8	1.03	45.0	10.0	30.0	30.0	30.0	-
8.	I believe that TDT is an effective way to sustain/enhance my language skills.	11	4.0	0.77	75.0	-	9.1	-	72.7	18.2
9.	I believe that TDT is only effective when trainees are motivated.	11	4.3	0.65	81.8	-	-	9.1	54.5	36.4
10.	I have heard of the SOFTS (Special Operations Forces Training System) program where SOF personnel can take a class with a live instructor over the internet using PC-based tele-conferencing.	11	1.5	0.93	13.6	63.6	27.3	-	9.1	-
11.	I would participate in SOFTS if I had the opportunity.	11	4.7	0.47	93.2	-	-	-	27.3	72.7

Table L53: Technology-Delivered Training.

I am more likely to use TDT rather than face-to-face (i.e. classroom) instruction because TDT...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
12.	Provides the convenience of working at home.	11	3.5	1.04	61.4	-	18.2	36.4	27.3	18.2
13.	Allows you to complete training at your own pace.	11	3.3	1.10	56.8	-	27.3	36.4	18.2	18.2
14.	Reduces external pressures such as live instructors or peers.	11	2.2	1.40	29.5	45.5	18.2	18.2	9.1	9.1

Table L54: Technology-Delivered Training.

Directions: Answer the following questions regarding your opinions and experiences with technology.		
15. Have you ever used machine language translation (MLT) devices (Example: Phraselator or Voice Response Translator (VRT))?	N	Percentage
Yes	-	-
No	9	100.0
16. Have you ever used the Phraselator?	N	Percentage
Yes	1	9.1
No	10	90.9
17. Have you ever used the VRT?	N	Percentage
Yes	-	-
No	11	100.0
18. Have you ever used S-Minds?	N	Percentage
Yes	-	-
No	11	100.0

Table L55: Technology-Delivered Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
19.	I believe that MLT is an effective way to communicate.	4	2.3	0.96	31.3	25.0	25.0	50.0	-	-
20.	I believe that MLT is effective for the SOF core tasks I conduct that require language capability.	4	1.8	0.96	18.8	50.0	25.0	25.0	-	-
21.	I believe that MLT shows promise for the future.	5	2.8	1.30	45.0	20.0	20.0	20.0	40.0	-
22.	I believe that MLT cannot replace language trained operators.	7	4.7	0.49	92.9	-	-	-	28.6	71.4

Table L56: Organizational Climate and Support.

Directions: Answer the following questions regarding organizational climate and support.							
Rate your command on how well it does on each of the following:		N	Percentage (%) of Responses				
			A (Excellent)	B (Above Average)	C (Average)	D (Below Average)	F (Fail)
1.	Allocating duty hours/weeks to language training or language practice.	23	-	17.4	17.4	21.7	43.5
2.	Encouraging the use of your language during non-language training.	23	-	26.1	4.3	30.4	39.1
3.	Placing command emphasis on language proficiency.	23	13.0	13.0	13.0	30.4	30.4
4.	Providing support to help you acquire and maintain enough proficiency to qualify for FLPP.	23	-	21.7	17.4	21.7	39.1
5.	Providing recognition and awards related to language.	23	8.7	13.0	17.4	17.4	43.5
6.	Providing language learning materials.	23	-	17.4	30.4	26.1	26.1
7.	Ensuring quality language instruction is available.	23	4.3	8.7	21.7	21.7	43.5
8.	Ensuring pre-deployment training is available.	23	-	13.0	34.8	26.1	26.1
9.	Placing command emphasis on taking the DLPT on time.	23	13.0	4.3	26.1	21.7	34.8
10.	Finding ways to increase time for language training.	23	-	17.4	21.7	8.7	52.2
11.	Ensuring that personnel in language training are not pulled for non-critical details.	23	8.7	13.0	21.7	13.0	43.5

Table L57: Language and Attrition.

Directions: Answer the following questions regarding language and its relation to attrition.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I intend to leave SOF if I am unable to get the language training I need.	22	2.5	1.18	36.4	22.7	31.8	31.8	4.5	9.1
2.	I have considered leaving SOF to pursue a job in the civilian world where my language skills will be highly compensated.	19	2.9	1.43	48.7	15.8	31.6	15.8	15.8	21.1
3.	My decision to re-enlist in SOF is based in part on issues relating to language proficiency and language training.	20	3.4	1.57	58.8	15.0	20.0	20.0	5.0	40.0
4.	I intend to leave SOF if language requirements are increased.	19	1.9	1.13	23.7	42.1	36.8	10.5	5.3	5.3
5.	I am likely to re-enlist in SOF.	19	3.7	1.24	68.4	10.5	-	26.3	31.6	31.6

Table L58: Demographics.

To which military branch of service are you assigned?	N	Percentage
Air Force	-	-
Army	24	100.0
Navy	-	-
Have you been deployed with a SOF Unit in the past four (4) years?	N	Percentage
Yes	16	66.7
No	8	33.3
How many years of total service in SOF do you have?	N	Percentage
Less than one year	4	16.7
1-4 years	9	37.5
5-8 years	8	33.3
9-12 years	1	4.2
12-16 years	2	8.3
17-20 years	-	-
More than 20 years	-	-
How long have you been working in your current job?	N	Percentage
Less than one year	5	20.8
1-4 years	9	37.5
5-8 years	6	25.0
9-12 years	3	12.5
12-16 years	-	-
17-20 years	1	4.2
More than 20 years	-	-

Table L59: Demographics.

What is your current official or required language?	N	Percentage
Dari	1	4.8
French	1	4.8
Korean	2	9.5
Modern Standard Arabic	9	42.9
Russian	1	4.8
Spanish	4	19.0
Tagalog (Filipino)	1	4.8
Thai	1	4.8
Miscellaneous CAT IV	1	4.8

Table L60: Demographics.

What other languages are you proficient in besides your current official or required language?	N	Percentage
Chinese-Mandarin	1	5.3
Dari	1	5.3
French	2	10.5
German	4	21.1
Modern Standard Arabic	1	5.3
Persian-Farsi	1	5.3
Portuguese (Brazilian)	1	5.3
Russian	1	5.3
Serbian-Croatian	1	5.3
Spanish	2	10.5
Italian	1	5.3
Miscellaneous CAT I	1	5.3
Miscellaneous CAT III	2	10.5

Table L61: Demographics.

How long have you been deployed in the last 12 months?	N	Percentage
Have not been deployed	10	41.7
1-2 months	4	16.7
3-4 months	1	4.2
5-6 months	3	12.5
More than 6 months	6	25.0
How many times have you been deployed on exercises or operations in your AOR? Include all deployments during your career.	N	Percentage
Have not been deployed	8	33.3
1-2 times	12	50.0
3-4 times	2	8.3
5-6 times	1	4.2
More than 6 times	1	4.2
How many times have you been deployed on exercises or operations outside of your AOR? Include all deployments during your career.	N	Percentage
Have not been deployed	9	37.5
1-2 times	11	45.8
3-4 times	1	4.2
5-6 times	1	4.2
More than 6 times	2	8.3

Table L62: Demographics.

Which operator type best describes you?	N	Percentage
PSYOP RC	24	100.0

Table L63: Demographics.

What is your grade?	N	Percentage
E2	1	4.2
E3	1	4.2
E4	4	16.7
E5	9	37.5
E6	6	25.0
E7	2	8.3
O-1	1	4.2

Table L64: Demographics.

Are you currently on active duty?	N	Percentage
Yes	6	25.0
No	18	75.0
Are you a member of the Reserves/National Guard?	N	Percentage
Yes	24	100.0
No	-	-

Appendix M: Findings for ARSOF Active Component Personnel²⁸⁹

²⁸⁹ This group includes individuals who indicated SF AC, CA AC, or PSYOP AC as their SOF personnel type.

Table M1: General Language Requirements.

1. Think about the use of street dialect (e.g. blue-collar/slang) in conversation with people in the deployment location. Example: Asking for directions from or giving important instructions to the typical person you encounter while deployed.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you use this street dialect?	147	3.8	1.16	69.0	5.4	9.5	20.4	32.7	32.0
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is street dialect to completing SOF core tasks?	147	3.5	1.01	63.1	3.4	10.2	34.7	34.0	17.7

Table M2: General Language Requirements.

2. Think about giving commands in a direct action scenario in the deployment language. Example: "Get down!" or "Drop the weapon!"										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you give this type of command?	147	3.5	1.29	61.4	9.5	15.6	20.4	28.6	25.9
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is giving this type of command?	148	4.1	0.97	76.4	1.4	4.7	22.3	30.4	41.2

Table M3: General Language Requirements.

3. Think about the use of formal language in conversation with people in the deployment location. Example: Giving a thank you speech to local country hosts or conducting business negotiations with officials.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you use this formal language?	148	3.3	1.17	56.3	8.1	17.6	32.4	25.0	16.9
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is formal language to completing SOF core tasks?	149	3.5	1.02	62.6	2.0	14.1	34.9	29.5	19.5

Table M4: General Language Requirements.

4. Think about the use of language in building rapport with people in the deployment location. Example: The initial meeting with the local militia leader.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	144	4.2	1.04	78.8	4.2	2.8	13.9	31.9	47.2
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	146	4.3	0.86	81.5	0.7	1.4	18.5	30.1	49.3

Table M5: General Language Requirements.

5. Think about the use of military or technical vocabulary in conversation with people in the deployment location. Example: Training local mechanics, policemen, or soldiers.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you use military-technical vocabulary?	146	3.6	1.03	65.1	2.7	11.0	31.5	32.9	21.9
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this vocabulary to completing SOF core tasks?	147	3.7	0.95	68.7	0.7	6.1	38.1	27.9	27.2

Table M6: General Language Requirements.

6. Think about reading in the language of the deployment country. Examples: Identifying important documents, reading signs/graffiti, and navigation.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	146	4.0	1.01	75.5	2.1	6.8	16.4	36.3	38.4
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	148	3.9	0.97	72.6	0.7	6.8	27.7	31.1	33.8

Table M7: General Language Requirements.

7. Think about writing in the language of the deployment country. Example: Making written arrangements (contracts) with local officials, writing an operations order, or writing a list of supplies for a local guide to purchase.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	147	2.9	1.17	48.1	11.6	23.8	38.1	13.6	12.9
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	148	3.0	1.12	50.8	5.4	30.4	33.8	16.2	14.2

Table M8: General Language Requirements.

8. Think about listening to conversations or broadcasts in the language of the deployment country. Example: Listening to conversations at a café or a radio broadcast to determine local support for your presence.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	147	3.9	0.99	72.8	1.4	6.1	27.2	30.6	34.7
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	148	3.8	1.06	70.9	2.0	8.8	26.4	29.1	33.8

Table M9: General Language Requirements.

9. Which statement best describes the level of language proficiency ideal for your typical tasks and duties?	N	Percentage
None	1	0.7
Asking directions; reading street signs or a map; giving basic commands; using simple common courtesy phrases and questions ("tourist guide" phrases); limited knowledge of the culture.	5	3.4
Asking and responding to questions beyond the standard "tourist guide" phrases; limited conversation/dialogue; listening and understanding the typical radio/TV broadcasts or conversation; getting the gist of newspaper headlines or articles; working knowledge and understanding of the culture.	41	27.5
Extended dialogue/conversation on a variety of topics; reading important documents or the local newspaper with a good understanding; listening and understanding most conversations or broadcasts; and ability to understand culturally appropriate humor and metaphors.	68	45.6
Negotiations; persuading others with complex issues or thoughts; writing contracts or complex messages; reading very sophisticated or technical materials; complete comprehension of conversations and broadcasts; confidence in all levels of conversation; and ability to use culturally appropriate humor and metaphors.	34	22.8

Table M10: Mission-based Language Requirements.

1. What was your primary SOF core task on this deployment?	N	Percentage
Direct Action (DA)	16	10.8
Special Reconnaissance (SR)	2	1.4
Unconventional Warfare (UW)	27	18.2
Foreign Internal Defense (FID)	36	24.3
Civil Affairs Operations (CAO)	11	7.4
Psychological Operations (PSYOP)	34	23.0
Counterterrorism (CT)	8	5.4
Counterproliferation of WMD (CP)	-	-
Information Operations (IO)	7	4.7
Force Protection (FP)	2	1.4
Miscellaneous Intelligence (Intel.)	-	-
Planning and Administrative Support (Admin.)	-	-
Other	5	3.4
2. Was this mission inside or outside your AOR?	N	Percentage
Inside AOR	105	70.5
Outside AOR	44	29.5

Table M11: Mission-based Language Requirements.

3. Which statements best describes the level of language proficiency ideal for you tasks and duties on this mission?	N	Percentage
None	12	8.1
Asking directions; reading street signs or a map; giving basic commands; using simple common courtesy phrases and questions ("tourist guide" phrases); limited knowledge of the culture.	13	8.7
Asking and responding to questions beyond the standard "tourist guide" phrases; limited conversation/dialogue; listening and understanding the typical radio/TV broadcasts or conversation; getting the gist of newspaper headlines or articles; working knowledge and understanding of the culture.	36	24.2
Extended dialogue/conversation on a variety of topics; reading important documents or the local newspaper with a good understanding; listening and understanding most conversations or broadcasts; and ability to understand culturally appropriate humor and metaphors.	61	40.9
Negotiations; persuading others with complex issues or thoughts; writing contracts or complex messages; reading very sophisticated or technical materials; complete comprehension of conversations and broadcasts; confidence in all levels of conversation; and ability to use culturally appropriate humor and metaphors.	27	18.1
4. Which of the following language-related tasks were required for this mission?	N	Percentage
Topic specific instruction; teaching a class on how to employ and maintain equipment, teaching tactics, explaining the role and function of staff personnel.	7	4.7
Establishing and building rapport and some level of trust with a political or military figure.	39	26.2
Both a and b	88	29.1
Neither a and b	15	10.1
5. How long were you deployed in this country?	N	Percentage
Less than 3 months	26	17.4
3 – 6 months	87	58.4
6 – 12 months	31	20.8
Over 12 months	5	3.4

Table M12: Mission-based Language Requirements.

How much did the mission require you to use the following in the deployment language?		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Always
6.	Military-specific language	144	3.2	1.24	54.0	13.9	13.9	29.2	28.5	14.6
7.	Formal language	144	2.9	1.11	47.0	11.8	25.0	34.0	21.5	7.6
8.	Slang/street language	145	3.5	1.03	62.1	6.2	9.0	27.6	44.8	12.4
9.	Local dialect	143	3.4	1.11	59.4	9.1	9.1	30.1	38.5	13.3
10.	Speaking skills	143	3.8	1.21	70.8	8.4	4.2	19.6	31.5	36.4
11.	Listening skills	143	4.0	1.17	73.8	7.0	4.9	14.0	34.3	39.9
12.	Reading skills	140	2.9	1.19	48.4	14.3	20.0	34.3	20.7	10.7
13.	Writing skills	138	2.4	1.21	33.9	29.7	29.7	23.2	10.1	7.2
14.	Job aids (Example: note cards or Kwikpoint, but not interpreters)	133	2.5	1.22	36.7	28.6	22.6	29.3	12.8	6.8
15.	Interpreters	146	3.6	1.64	63.9	23.3	4.8	11.0	15.1	45.9

Table M13: Mission-based Language Requirements.

Please rate the following on a scale of Strongly Disagree to Strongly Agree		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
16.	I was well prepared for this deployment in terms of language and cultural understanding.	144	2.8	1.31	44.4	19.4	28.5	18.8	21.5	11.8
17.	I used my language skills frequently while on this deployment.	139	3.6	1.55	64.7	18.0	10.1	9.4	20.1	42.4

Table M14: Mission-based Language Requirements.

How important do you believe language proficiency is for...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Not Important	Low Importance	Important	High Importance	Critical
18.	Building rapport/trust	149	4.3	0.83	82.7	1.3	-	15.4	32.9	50.3
19.	Training or teaching others	149	3.9	0.92	73.0	0.7	7.4	20.1	43.0	28.9
20.	Reducing need for interpreters/translators	146	3.9	1.15	73.1	4.1	9.6	16.4	29.5	40.4
21.	Logistics (i.e. saving time or convenience in getting things done)	148	3.7	0.96	66.6	1.4	10.8	27.7	40.5	19.6
22.	Timely identification of important documents	147	3.7	1.05	68.0	2.0	11.6	25.9	33.3	27.2
23.	Giving basic commands	148	4.0	0.91	75.0	-	6.8	20.9	37.8	34.5
24.	Discrete eavesdropping	148	3.9	1.06	71.8	2.7	8.8	20.9	33.8	33.8
25.	Increasing situational awareness	149	4.2	0.85	79.9	1.3	1.3	16.1	38.9	42.3
26.	Maintaining control in hostile confrontations	148	4.1	1.03	77.0	2.0	6.1	18.2	29.1	44.6
27.	Persuading people to provide sensitive information	145	3.9	1.08	72.6	2.1	11.0	17.9	32.4	36.6
28.	Negotiations	140	4.0	1.05	74.1	1.4	9.3	20.0	30.0	39.3

Table M15: Use of Interpreters.

1. Have you used an interpreter on a mission in the past four years?	N	Percentage
Yes	112	75.7
No	36	24.3

Table M16: Use of Interpreters.

Directions: Answer the following questions about your experiences with interpreters on your missions. Think about this across all of your deployments inside and outside your AOR (i.e., your unit's normal area of responsibility).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
1.	How often do you use CAT I interpreters (i.e., Local hire, indigenous personnel, not vetted; OR a US citizen, not vetted)?	111	3.9	1.23	72.3	7.2	5.4	21.6	22.5	43.2
2.	How often do you use CAT II/III interpreters (i.e., US citizen with a secret OR top secret clearance)?	112	3.1	1.43	52.7	18.8	17.0	22.3	18.8	23.2

Table M17: Use of Interpreters.

Directions: Answer the following questions about your experiences with interpreters on your missions. Think about this across all of your deployments inside and outside your AOR (i.e., your unit's normal area of responsibility).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3.	If I were more proficient in my current or official language, I would be less likely to rely on interpreters.	109	3.9	1.37	72.0	9.2	13.8	3.7	26.6	46.8
4.	In my experiences, I have observed situations where interpreters have compromised the mission outcome.	105	3.3	1.16	58.6	4.8	21.9	26.7	27.6	19.0
5.	I use interpreters only when advanced/high levels of proficiency are required.	108	2.6	1.15	38.9	13.9	48.1	13.9	16.7	7.4
6.	It would have been useful to receive training on using interpreters prior to deployment.	106	3.5	0.99	61.8	2.8	13.2	32.1	37.7	14.2
7.	Interpreters are essential for carrying out missions.	109	3.9	0.97	72.2	3.7	4.6	16.5	49.5	25.7
8.	I feel our unit is too dependent on interpreters.	110	3.7	1.22	67.7	4.5	14.5	21.8	23.6	35.5
9.	My unit frequently uses interpreters when deployed inside the normal AOR.	108	3.8	1.20	69.7	8.3	8.3	9.3	44.4	29.6
10.	I can be as effective on my missions without an interpreter.	109	2.3	1.31	32.1	33.9	33.0	14.7	7.3	11.0
11.	In my experience, most interpreters were trustworthy.	110	3.5	0.79	61.6	1.8	10.0	30.9	54.5	2.7
12.	In my experience, most interpreters were competent.	111	3.6	0.76	64.2	-	11.7	24.3	59.5	4.5

Table M18: Outside AOR Deployment.

1. Have you been deployed out of your unit's normal Area of Responsibility (AOR) in the past four years?	N	Percentage
Yes	74	49.7
No	75	50.3

Table M19: Outside AOR Deployment.

Directions: Answer these questions according to your most recent deployment outside of your unit's AOR or normal area of responsibility (e.g., GWOT mission).		
1. Which statement best describes the level of language proficiency ideal for you tasks and duties on this mission?	N	Percentage
None	14	19.2
Asking directions; reading street signs or a map; giving basic commands; using simple common courtesy phrases and questions ("tourist guide" phrases); limited knowledge of the culture.	12	16.4
Asking and responding to questions beyond the standard "tourist guide" phrases; limited conversation/dialogue; listening and understanding the typical radio/TV broadcasts or conversation; getting the gist of newspaper headlines or articles; working knowledge and understanding of the culture.	16	21.9
Extended dialogue/conversation on a variety of topics; reading important documents or the local newspaper with a good understanding; listening and understanding most conversations or broadcasts; and ability to understand culturally appropriate humor and metaphors.	24	32.9
Negotiations; persuading others with complex issues or thoughts; writing contracts or complex messages; reading very sophisticated or technical materials; complete comprehension of conversations and broadcasts; confidence in all levels of conversation; and ability to use culturally appropriate humor and metaphors.	7	9.6
2. Which of the following language-related tasks were required for this mission?	N	Percentage
Topic specific instruction; teaching a class on how to employ and maintain equipment, teaching tactics, explaining the role and function of staff personnel.	1	1.4
Establishing and building rapport and some level of trust with a political or military figure.	20	27.8
Both a and b	44	61.1
Neither a and b	7	9.7

Table M20: Outside AOR Deployment.

Directions: Answer these questions according to your most recent deployment outside of your unit's AOR or normal area of responsibility (e.g., GWOT mission).		
3. How long were you deployed in this country?	N	Percentage
Less than 3 months	9	12.3
3 – 6 months	43	58.9
6 – 12 months	21	28.8
Over 12 months	-	-

Table M21: Outside AOR Deployment.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4.	I was able to meet the language-related requirements of this mission.	71	2.0	1.17	25.7	40.8	36.6	5.6	12.7	4.2
5.	While on this deployment, I experienced language-related issues or deficiencies.	72	4.1	1.22	77.8	5.6	9.7	5.6	26.4	52.8
6.	My proficiency in my official or required language suffered because of this deployment.	73	3.5	1.31	62.7	9.6	16.4	15.1	31.5	27.4
7.	I am confident that I will be able to regain my previous proficiency in my official or required language.	70	3.5	1.15	62.9	4.3	17.1	24.3	31.4	22.9
8.	Prior to deployment, I was proficient in the language required.	71	2.9	1.32	46.5	19.7	22.5	22.5	22.5	12.7

Table M22: Outside AOR Deployment.

1. I received pre-deployment language training?	N	Percentage
Yes	65	89.0
No	8	11.0

Table M23: Use of Interpreters Outside AOR Deployment.

1. Have you used an interpreter on a mission in the past four years?	N	Percentage
Yes	65	89.0
No	8	11.0

Table M24: Use of Interpreters Outside AOR Deployment.

1. What type of interpreter was used for this mission?	N	Percentage
CAT I (i.e., Local hire indigenous personnel, not vetted; OR a US citizen not vetted)	39	60.0
CAT II / CAT III (i.e., US citizen with a secret OR top secret clearance)	17	26.2
Both CAT I and CAT II/III	9	13.8

Table M25: Use of Interpreters Outside AOR Deployment.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2.	Using interpreter(s) was essential for carrying out this mission.	65	4.5	0.66	87.7	1.5	-	-	43.1	55.4
3.	I could have been as effective on this mission without using interpreter(s).	65	1.8	0.98	19.6	47.7	36.9	6.2	7.7	1.5
4.	The interpreter(s) that I used on this mission was (were) trustworthy.	65	3.7	0.89	68.1	3.1	6.2	20.0	56.9	13.8
5.	The interpreter(s) that I used on this mission was (were) competent.	65	3.9	0.70	72.7	-	4.6	15.4	64.6	15.4
6.	I feel that during this mission, I was too dependent on interpreters.	65	4.0	1.13	75.8	1.5	13.8	10.8	27.7	46.2
7.	My unit frequently uses interpreters when outside the normal AOR.	65	4.6	0.56	88.8	-	-	3.1	38.5	58.5

Table M26: Beliefs about Proficiency.

Directions: Respond to the following items based on your skills related to your official or required language.		
1. Do you have any level of proficiency in a language other than English?	N	Percentage
Yes	168	93.9
No	11	6.1

Table M27: Beliefs about Proficiency.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Always
2.	I feel confident in my ability to use military terminology in the language required by my AOR assignment.	176	3.0	1.22	49.7	10.8	26.1	32.4	14.8	15.9
3.	I feel confident in my ability to satisfy minimum courtesy requirements and maintain very simple face-to-face conversations on familiar topics in the language required by my AOR assignment.	177	3.7	1.23	67.9	5.1	14.1	20.3	24.9	35.6
4.	I feel confident in my ability to participate in informal conversations on practical, social, and professional topics in the language required by my AOR assignment.	176	3.1	1.32	51.8	13.1	23.9	25.6	17.6	19.9

Table M28: Official Language Testing.

1. Have you taken the Defense Language Proficiency Test (DLPT) in the past four years?	N	Percentage
Yes	155	92.3
No	13	7.7
2. Are you currently required to take the DLPT annually?	N	Percentage
Yes	139	91.4
No	13	8.6

Table M29: Official Language Testing.

3. What is your current official or required AOR language?	N	Percentage
Cambodian (Khmer)	2	1.3
Chinese-Mandarin	5	3.2
French	24	15.6
German	15	9.7
Indonesian	6	3.9
Korean	7	4.5
Modern Standard Arabic	15	9.7
Persian-Farsi	4	2.6
Polish	4	2.6
Portuguese (Brazilian)	2	1.3
Russian	10	6.5
Serbian-Croatian	4	2.6
Spanish	46	29.9
Thai	8	5.2
Turkish	1	0.6
Miscellaneous CAT I	1	0.6

Table M30: Official Language Testing.

4. When was the last time that you took the DLPT in your current official or required AOR language?	N	Percentage
2004	74	47.7
2003	56	36.1
2002	14	9.0
2001	8	5.2
Prior to 2001	3	1.9
5. What is your level of proficiency in your current official or required AOR language according to your most recent DLPT score? (Listening)	N	Percentage
0	9	5.8
0+	34	21.9
1	29	18.7
1+	25	16.1
2	19	12.3
2+	20	12.9
3	19	12.3
6. What is your level of proficiency in your current official or required AOR language according to your most recent DLPT score? (Reading)	N	Percentage
0	11	7.1
0+	20	13.0
1	31	20.1
1+	21	13.6
2	13	8.4
2+	23	14.9
3	35	22.7

Table M31: Official Language Testing.

5. Have you ever taken an Oral Proficiency Interview (OPI)?	N	Percentage
Yes	67	43.2
No	88	56.8

Table M32: Official Language Testing.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
6.	The content of the DLPT is clearly related to what I do during deployment.	153	2.3	1.03	32.0	24.8	39.2	19.6	15.7	0.7
7.	My DLPT scores accurately reflect my ability to use language while on the job.	154	2.5	1.23	38.1	21.4	38.3	14.3	18.2	7.8
8.	Operators who perform well on the DLPT are more likely to successfully use language in the field.	155	3.2	1.07	54.0	6.5	23.2	25.2	38.1	7.1
9.	If my score on the DLPT is too high, my chain of command will take unfair advantage of me.	151	2.3	1.01	31.6	22.5	43.7	21.9	8.6	3.3
10.	I marked the same answer for every question on the DLPT to get it over with quickly.	150	1.6	1.13	16.2	65.3	20.7	4.0	4.0	6.0
11.	I have memorized the answers to the DLPT since it never changes.	148	1.7	0.96	17.2	54.7	31.1	6.8	5.4	2.0
12.	The OPI (Oral Proficiency Interview) is more related to mission performance than the DLPT.	101	3.4	1.14	60.9	7.9	7.9	36.6	27.7	19.8

Table M33: Foreign Language Proficiency Pay.

Directions: Please respond to the following items regarding Foreign Language Proficiency Pay (FLPP)		
1. Have you received Foreign Language Proficiency Pay (FLPP) in the past four years?	N	Percentage
Yes	63	37.7
No	104	62.3
2. Do you currently receive Foreign Language Proficiency Pay (FLPP)?	N	Percentage
Yes	50	29.8
No	118	70.2

Table M34: Foreign Language Proficiency Pay.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3.	FLPP motivates me to acquire new language skills during personal time.	156	3.2	1.25	54.6	10.9	21.2	22.4	29.5	16.0
4.	FLPP motivates me to maintain my current level of language skills during personal time.	153	3.2	1.34	55.6	12.4	22.2	17.0	27.5	20.9
5.	Procedures for allocating FLPP are fair.	153	3.0	1.06	50.2	11.8	15.7	37.3	30.7	4.6
6.	Procedures for receiving FLPP are straight-forward and simple.	155	3.3	1.03	57.3	7.1	13.5	30.3	41.3	7.7
7.	I believe the amount of my FLPP reflects the effort that I have put into learning or maintaining a language.	145	2.5	1.16	38.4	21.4	31.0	25.5	16.6	5.5

Table M35: Foreign Language Proficiency Pay.

8. FLPP would be more motivating if.... (check all that apply)	N	Percentage
The amounts were increased (e.g. more money).	122	68.2
It was paid for lower proficiency levels.	87	48.6
It was paid once per year as a bonus.	14	7.8
We could get FLPP for speaking proficiency.	82	45.8
The Unit would provide more resources for language training.	86	48.0
The Unit would provide more time for language training.	107	59.8
I had been trained to a higher level during initial acquisition.	88	49.2

Table M36: Language Training.

1. Indicate the military-provided training for your current, official, or required language that you have received in the PAST FOUR YEARS?	N	Percentage
Initial Acquisition Training	45	25.3
Sustainment/Enhancement Training	21	11.8
Both of the above	33	18.5
Neither of the above	79	44.4
2. Have you participated in military-provided immersion training?	N	Percentage
Yes	25	14.0
No	154	86.0
3. Have you EVER received language training paid for and/or sponsored by the military or government?	N	Percentage
Yes	133	74.3
No	46	25.7

Table M37: Initial Acquisition Language Training.

Directions: Answer the following questions about your initial acquisition language training in your official or required language.		
1. What was the source of your initial acquisition language training?	N	Percentage
DLI (at Monterey, California)	3	3.8
USAJFKSWCS	72	92.3
Unit/Command Language Program (CLP)	1	1.3
DLI (at Washington, DC)	2	2.6
2. What was the instructional mode of your initial acquisition language training?	N	Percentage
Classroom	77	98.7
Classroom followed by immersion	1	1.3
DL (i.e., distance/distributive learning)	-	-

Table M38: Initial Acquisition Language Training.

Answer the following about your instructor(s)...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3.	My instructor was effective in preparing me to use my language skills.	78	3.6	1.12	64.7	5.1	12.8	21.8	38.5	21.8
4.	It was clear that the instructor incorporated SOF considerations in his/her teaching objectives (e.g. mission language requirements).	77	2.9	1.17	46.8	10.4	35.1	20.8	24.7	9.1
5.	My instructor utilized current examples from TV, movies, radio, magazines, and newspapers to teach the language.	78	3.4	1.17	60.6	6.4	19.2	16.7	41.0	16.7
6.	My instructor was knowledgeable about how the language is currently used.	78	4.0	1.10	75.6	2.6	11.5	9.0	34.6	42.3
7.	The instructor encouraged students to speak in the target language.	77	4.1	1.02	76.9	2.6	7.8	9.1	40.3	40.3

Table M39: Initial Acquisition Language Training.

Answer the following about the curriculum...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
8.	The primary emphasis of the curriculum was on the formal language.	77	3.9	0.91	73.4	1.3	9.1	9.1	55.8	24.7
9.	The curriculum included slang and/or street language.	76	2.4	1.01	35.5	15.8	46.1	21.1	14.5	2.6
10.	The materials used in training were free from error.	76	2.4	1.03	34.9	19.7	40.8	21.1	17.1	1.3
11.	The curriculum included instruction and practice in all four skill modalities (i.e. reading, writing, speaking, and listening).	77	3.6	1.13	65.3	7.8	11.7	7.8	57.1	15.6
12.	The curriculum covered the vocabulary necessary for my job and missions.	77	2.8	1.13	44.2	14.3	29.9	26.0	24.7	5.2
13.	The curriculum was pre-packaged and not customized to SOF.	76	3.4	1.16	60.5	5.3	18.4	25.0	31.6	19.7
14.	The course would have been more effective if we had covered less content in more detail.	75	3.3	1.00	56.3	2.7	20.0	38.7	26.7	12.0

Table M40: Sustainment/Enhancement Language Training.

Directions: Answer the following questions about your sustainment/enhancement language training in your official or required language.		
1. What was the source of your sustainment/enhancement language training?	N	Percentage
DLI (at Monterey, California)	3	5.7
Unit/Command Language Program (CLP)	46	86.8
DLI (at Washington, DC)	1	1.9
Self-Study	3	5.7
2. What was the instructional mode of your sustainment/enhancement language training?	N	Percentage
Language Lab	30	55.6
Distance Learning (DL)	-	-
College classes	-	-
Immersion	2	3.7
Classroom (DLI/Unit)	13	24.1
Language days/activities	6	11.1
Tutoring	2	3.7
Informal	1	1.9
3. Did you have an instructor for your sustainment/enhancement language training?	N	Percentage
Yes	46	85.2
No	8	14.8

Table M41: Sustainment/Enhancement Language Training.

Answer the following about your instructor(s)...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4.	My instructor was effective in preparing me to use my language skills.	43	3.8	0.83	69.8	-	7.0	25.6	48.8	18.6
5.	It was clear that the instructor incorporated SOF considerations in his/her teaching objectives (e.g. mission language requirements).	44	3.1	1.11	53.4	4.5	29.5	25.0	29.5	11.4
6.	My instructor utilized current examples from TV, movies, radio, magazines, and newspapers to teach the language.	43	3.7	1.09	66.3	4.7	11.6	18.6	44.2	20.9
7.	My instructor was knowledgeable about how the language is currently used.	44	4.2	0.87	79.5	2.3	2.3	9.1	47.7	38.6
8.	The instructor encouraged students to speak in the target language.	44	4.2	0.93	80.1	2.3	2.3	13.6	36.4	45.5

Table M42: Sustainment/Enhancement Language Training.

Answer the following about the curriculum...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
9.	The primary emphasis of the curriculum was on the formal language.	51	3.6	0.96	66.2	-	19.6	9.8	56.9	13.7
10.	The curriculum included slang and/or street language.	51	2.9	1.18	48.0	5.9	43.1	15.7	23.5	11.8
11.	The materials used in training were free from error.	50	3.1	1.08	52.0	10.0	20.0	26.0	40.0	4.0
12.	The curriculum included instruction and practice in all four skill modalities (i.e. reading, writing, speaking, and listening).	50	3.5	1.09	61.5	2.0	24.0	16.0	42.0	16.0
13.	The curriculum covered the vocabulary necessary for my job and missions.	51	3.1	1.23	52.0	7.8	31.4	21.6	23.5	15.7
14.	The curriculum was pre-packaged and not customized to SOF.	50	3.1	1.21	53.0	8.0	30.0	16.0	34.0	12.0
15.	The course would have been more effective if we had covered less content in more detail.	50	3.3	0.90	56.5	2.0	18.0	38.0	36.0	6.0

Table M43: Immersion Training.

Directions: When answering these questions, think about the most recent immersion training that you have had.		
1. How many weeks was your immersion training?	N	Percentage
0-2 weeks	2	9.5
3-4 weeks	8	38.1
5-6 weeks	4	19.0
7-10 weeks	3	14.3
11-20 weeks	3	14.3
21-30 weeks	1	4.8
3. What kind of immersion training was it?	N	Percentage
Iso-immersion (i.e., CONUS)	5	22.7
Immersion training (i.e., OCONUS)	17	77.3

Table M44: Immersion Training.

4. What language were you studying during immersion training?	N	Percentage
French	3	13.6
German	3	13.6
Korean	5	22.7
Modern Standard Arabic	3	13.6
Persian-Farsi	1	4.5
Polish	2	9.1
Russian	2	9.1
Spanish	2	9.1
Thai	1	4.5

Table M45: Immersion Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
5.	My language proficiency improved as a result of immersion training.	23	4.6	0.66	89.1	-	-	8.7	26.1	65.2
6.	I would have benefited more from immersion training if my initial proficiency was higher.	22	3.4	1.22	60.2	9.1	13.6	22.7	36.4	18.2
7.	Immersion training is the most effective way to acquire language skills.	23	4.7	0.54	93.5	-	-	4.3	17.4	78.3
8.	I think that OCONUS immersion training is a boondoggle.	22	1.4	0.66	9.1	72.7	18.2	9.1	-	-

Table M46: Training Effectiveness on Deployment.

Directions: answer the following questions related to your most recent training experience in which you were deployed in that language after training (i.e. took a course and deployed)		
1. Please indicate your most recent training experience in which you were deployed in that language after training:	N	Percentage
Initial acquisition language training	61	44.5
Sustainment/enhancement training in official or required AOR language	57	41.6
Pre-deployment training in language outside AOR (e.g., GWOT language)	19	13.9

Table M47: Training Effectiveness on Deployment.

Directions: Answer the following questions related to your most recent training experience in which you were deployed in that language after training (i.e. took a course and deployed).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2.	The language training I received prepared me for situations that I commonly encountered while deployed or on the mission.	125	2.9	1.22	46.4	14.4	30.4	18.4	28.8	8.0
3.	As a result of language training, I had no problem(s) speaking with local people, asking directions, giving commands, and reserving lodging.	124	2.7	1.30	42.3	22.6	26.6	18.5	23.4	8.9
4.	As a result of language training, I had no problem(s) building rapport/trust with local people.	124	2.9	1.24	47.6	14.5	26.6	24.2	23.4	11.3
5.	As a result of language training, I had no problem (s) reading street signs, warning markers, graffiti, important documents, and news.	122	3.0	1.23	48.8	14.8	23.0	25.4	26.2	10.7
6.	As a result of language training, I had no problem(s) listening to local people, answering their questions, and following local news programs.	124	2.5	1.16	38.7	21.0	32.3	22.6	19.4	4.8
7.	While deployed, I encountered situations where I felt that more substantial language training should have been required.	125	4.0	1.20	73.8	7.2	6.4	12.0	32.8	41.6

Table M48: Training Effectiveness on Deployment.

Directions: Answer the following questions related to your most recent training experience in which you were deployed in that language after training (i.e. took a course and deployed).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
8.	I was taught in the most up-to-date form of the language (i.e. how the language is currently used).	124	2.8	1.16	45.8	14.5	27.4	24.2	28.2	5.6
9.	While deployed, I found that I received incorrect information during language training.	118	2.6	1.03	40.7	13.6	33.9	32.2	16.9	3.4

Table M49: General Attitudes toward Language Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I believe that official language training is essential for success on the job.	177	4.0	1.45	74.2	15.3	3.4	4.0	24.3	53.1
2.	I do not believe the official language training focuses on the language skills and mission situations important to SOF.	173	3.3	1.16	56.8	8.1	19.1	23.7	35.8	13.3
3.	I would sacrifice some of the training allocated to my SOF skills training (e.g. weapons training) to shift to language proficiency.	176	3.0	1.30	50.3	15.3	26.1	12.5	34.1	11.9
4.	I do not put much effort into language training.	175	2.6	1.10	39.0	16.6	37.1	24.6	17.1	4.6
5.	I want to succeed in language training so that I will do well on missions.	176	4.3	0.69	83.0	-	1.7	8.0	47.2	43.2
6.	I am motivated to succeed in language training because I want to receive FLPP.	172	3.3	1.15	56.4	7.6	19.2	27.9	30.8	14.5
7.	I am motivated to succeed in language training because I am accountable to my team for my language abilities.	172	3.9	1.06	73.4	3.5	9.3	10.5	43.6	33.1
8.	I would be more motivated to perform well in language training if it was a criteria for promotions or would be used in future decisions about my job.	175	3.2	1.30	54.4	10.9	24.0	21.7	23.4	20.0
9.	Language training will make a good addition to my resume.	175	3.8	1.02	71.0	4.0	5.7	20.0	42.9	27.4
10.	My chain of command cares about my language proficiency.	175	2.8	1.20	45.7	17.1	23.4	25.1	28.0	6.3

Table M50: Attitudes toward Immersion Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
11.	I am often pulled out of language training for non-critical details.	145	3.5	1.12	63.4	4.1	15.2	25.5	33.1	22.1
12.	My chain of command will make the sacrifices necessary to ensure that I sustain my language proficiency.	172	2.4	0.98	35.2	20.9	32.0	33.1	13.4	0.6
13.	Maintaining proficiency in my core SOF skills does not leave time for maintaining appropriate language proficiency.	170	3.1	1.17	52.1	7.1	30.0	23.5	26.5	12.9
14.	With the current OPTEMPO, sustainment/enhancement training in my official language is impossible.	169	3.5	1.13	61.8	4.7	17.8	21.9	36.7	18.9
15.	I would put more effort into language training if the resources were more accessible.	171	3.7	1.06	68.1	2.9	11.7	20.5	39.8	25.1
16.	Selection for OCONUS immersion training is fair.	165	2.7	1.22	41.8	22.4	19.4	35.8	13.3	9.1
18.	OCONUS immersion training should occur regularly as part of sustainment/enhancement training.	174	4.4	0.83	85.6	1.1	2.3	8.0	29.9	58.6
19.	OCONUS immersion training is used (viewed) as a motivating reward rather than for skill enhancement.	164	3.6	1.11	66.2	4.9	9.1	28.7	31.1	26.2
20.	My command thinks that OCONUS immersion training is a boondoggle.	160	3.6	1.01	65.8	2.5	6.9	40.6	25.0	25.0
21.	CONUS iso-immersion is equally as effective as OCONUS immersion.	157	2.3	1.02	33.1	27.4	24.2	38.9	7.6	1.9

Table M51: Technology-Delivered Training.

Directions: Answer the following questions regarding your opinions and experiences with technology.		
1. Have you ever used technology-delivered training (Examples: Computer based training, video teleconferencing, distance/distributive learning, self-paced language learning software, etc.)?	N	Percentage
Yes	100	75.8
No	32	24.2

Table M52: Technology-Delivered Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2.	I believe that classroom training is more useful than technology-delivered training (TDT) for the initial acquisition of a language.	130	4.0	0.96	73.8	0.8	6.9	23.1	34.6	34.6
3.	I would be likely to use TDT options if they were available.	126	3.5	0.94	62.7	4.8	9.5	23.0	55.6	7.1
4.	I believe that TDT means that I will be completing training on my own time/ at home (e.g. not duty time).	130	3.6	0.97	65.6	2.3	12.3	21.5	48.5	15.4
5.	I believe that TDT is used most effectively when supplementing classroom instruction.	129	4.1	0.68	76.4	0.8	0.8	13.2	62.8	22.5
6.	I would be more likely to use TDT if it was scheduled (i.e., on duty time) versus when it is on my own time (i.e., not duty time).	130	3.9	0.96	73.5	2.3	6.2	16.9	44.6	30.0
7.	I believe that TDT is an effective way to learn language skills.	129	3.0	0.98	50.6	8.5	18.6	37.2	33.3	2.3
8.	I believe that TDT is an effective way to sustain/enhance my language skills.	127	3.5	0.93	63.6	5.5	7.9	19.7	60.6	6.3
9.	I believe that TDT is only effective when trainees are motivated.	128	3.9	0.89	72.1	1.6	5.5	20.3	48.4	24.2
10.	I have heard of the SOFTS (Special Operations Forces Training System) program where SOF personnel can take a class with a live instructor over the internet using PC-based tele-conferencing.	122	1.9	0.97	21.9	43.4	34.4	13.9	7.4	0.8
11.	I would participate in SOFTS if I had the opportunity.	129	3.6	0.91	64.7	3.1	7.0	30.2	47.3	12.4

Table M53: Technology-Delivered Training.

I am more likely to use TDT rather than face-to-face (i.e. classroom) instruction because TDT...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
12.	Provides the convenience of working at home.	128	2.9	1.10	47.3	13.3	23.4	27.3	32.8	3.1
13.	Allows you to complete training at your own pace.	127	3.2	1.11	53.9	11.8	14.2	25.2	44.1	4.7
14.	Reduces external pressures such as live instructors or peers.	126	2.6	1.11	39.1	19.0	33.3	22.2	23.0	2.4

Table M54: Technology-Delivered Training.

Directions: Answer the following questions regarding your opinions and experiences with technology.		
15. Have you ever used machine language translation (MLT) devices (Example: Phraselator or Voice Response Translator (VRT))?	N	Percentage
Yes	17	13.4
No	110	86.6
16. Have you ever used the Phraselator?	N	Percentage
Yes	17	13.0
No	114	87.0
17. Have you ever used the VRT?	N	Percentage
Yes	3	2.3
No	128	97.7
18. Have you ever used S-Minds?	N	Percentage
Yes	1	0.8
No	128	99.2

Table M55: Technology-Delivered Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
19.	I believe that MLT is an effective way to communicate.	73	2.6	0.80	39.0	15.1	17.8	63.0	4.1	-
20.	I believe that MLT is effective for the SOF core tasks I conduct that require language capability.	72	2.5	0.77	38.2	12.5	26.4	56.9	4.2	-
21.	I believe that MLT shows promise for the future.	76	3.0	0.96	50.3	10.5	11.8	44.7	31.6	1.3
22.	I believe that MLT cannot replace language trained operators.	83	4.0	1.09	76.2	4.8	-	27.7	20.5	47.0

Table M56: Organizational Climate and Support.

Directions: Answer the following questions regarding organizational climate and support.							
Rate your command on how well it does on each of the following:		N	Percentage (%) of Responses				
			A (Excellent)	B (Above Average)	C (Average)	D (Below Average)	F (Fail)
1.	Allocating duty hours/weeks to language training or language practice.	172	5.8	15.7	26.7	23.3	28.5
2.	Encouraging the use of your language during non-language training.	172	2.9	8.1	28.5	26.2	34.3
3.	Placing command emphasis on language proficiency.	172	5.2	14.0	29.7	26.7	24.4
4.	Providing support to help you acquire and maintain enough proficiency to qualify for FLPP.	172	3.5	8.1	29.1	23.8	35.5
5.	Providing recognition and awards related to language.	172	2.3	3.5	18.6	33.7	41.9
6.	Providing language learning materials.	172	6.4	18.0	34.9	25.0	15.7
7.	Ensuring quality language instruction is available.	173	7.5	17.3	27.7	28.9	18.5
8.	Ensuring pre-deployment training is available.	173	7.5	11.0	27.2	31.8	22.5
9.	Placing command emphasis on taking the DLPT on time.	173	37.6	22.0	22.0	8.1	10.4
10.	Finding ways to increase time for language training.	173	2.9	5.8	29.5	28.3	33.5
11.	Ensuring that personnel in language training are not pulled for non-critical details.	172	5.2	8.1	34.3	22.7	29.7

Table M57: Language and Attrition.

Directions: Answer the following questions regarding language and its relation to attrition.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I intend to leave SOF if I am unable to get the language training I need.	168	1.7	0.92	17.6	51.2	35.1	8.3	3.0	2.4
2.	I have considered leaving SOF to pursue a job in the civilian world where my language skills will be highly compensated.	170	2.5	1.38	37.1	30.6	30.6	10.0	17.6	11.2
3.	My decision to re-enlist in SOF is based in part on issues relating to language proficiency and language training.	156	2.1	1.17	27.6	39.1	30.8	16.0	9.0	5.1
4.	I intend to leave SOF if language requirements are increased.	170	1.7	0.87	17.9	48.8	35.9	11.8	1.8	1.8
5.	I am likely to re-enlist in SOF.	144	3.9	1.18	71.9	5.6	7.6	19.4	28.5	38.9

Table M58: Demographics.

To which military branch of service are you assigned?	N	Percentage
Air Force	-	-
Army	179	100.0
Navy	-	-
Have you been deployed with a SOF Unit in the past four (4) years?	N	Percentage
Yes	149	83.2
No	30	16.8
How many years of total service in SOF do you have?	N	Percentage
Less than one year	7	3.9
1-4 years	50	28.1
5-8 years	39	21.9
9-12 years	15	8.4
12-16 years	35	19.7
17-20 years	17	9.6
More than 20 years	15	8.4
How long have you been working in your current job?	N	Percentage
Less than one year	35	19.6
1-4 years	99	55.3
5-8 years	19	10.6
9-12 years	19	8.9
12-16 years	16	2.2
17-20 years	44	2.2
More than 20 years	2	1.1

Table M59: Demographics.

What is your current official or required language?	N	Percentage
Cambodian (Khmer)	1	0.6
Chinese-Mandarin	5	2.8
French	26	14.4
German	16	8.9
Indonesian	7	3.9
Korean	8	4.4
Modern Standard Arabic	23	12.8
Pashtu	1	0.6
Persian-Farsi	5	2.8
Polish	4	2.2
Portuguese (Brazilian)	5	2.8
Russian	13	7.2
Serbian-Croatian	4	2.2
Spanish	49	27.2
Tagalog (Filipino)	1	0.6
Thai	8	4.4
Turkish	1	0.6
Miscellaneous CAT I	1	0.6
Miscellaneous CAT III	2	1.1

Table M60: Demographics.

What other languages are you proficient in besides your current official or required language?	N	Percentage
Cambodian (Khmer)	2	1.9
Dari	1	0.9
French	11	10.2
German	15	13.9
Korean	3	2.8
Modern Standard Arabic	3	2.8
Pashtu	2	1.9
Polish	1	0.9
Portuguese (Brazilian)	17	15.7
Russian	7	6.5
Serbian-Croatian	2	1.9
Spanish	24	22.2
Tagalog (Filipino)	2	1.9
Thai	4	3.7
Urdu	1	0.9
Vietnamese	1	0.9
Japanese	2	1.9
Italian	2	1.9
Miscellaneous CAT I	3	2.8
Miscellaneous CAT II	1	0.9
Miscellaneous CAT III	4	3.7

Table M61: Demographics.

How long have you been deployed in the last 12 months?	N	Percentage
Have not been deployed	59	33.0
1-2 months	15	8.4
3-4 months	27	15.1
5-6 months	27	15.1
More than 6 months	51	28.5
How many times have you been deployed on exercises or operations in your AOR? Include all deployments during your career.	N	Percentage
Have not been deployed	31	17.5
1-2 times	33	18.6
3-4 times	19	10.7
5-6 times	8	4.5
More than 6 times	86	48.6
How many times have you been deployed on exercises or operations outside of your AOR? Include all deployments during your career.	N	Percentage
Have not been deployed	44	24.9
1-2 times	64	36.2
3-4 times	30	16.9
5-6 times	12	6.8
More than 6 times	27	15.3

Table M62: Demographics.

Which operator type best describes you?	N	Percentage
SF AC	120	67.0
CA AC	14	7.8
PSYOP AC	45	25.1

Table M63: Demographics.

What is your grade?	N	Percentage
E3	3	1.8
E4	11	6.5
E5	12	7.1
E6	30	17.8
E7	50	29.6
E8	24	14.2
E9	3	1.8
WO-01	4	2.4
WO-02	2	1.2
WO-03	3	1.8
WO-04	3	1.8
O-3	11	6.5
O-4	9	5.3
O-5	2	1.2
O-6	2	1.2

Table M64: Demographics.

Are you currently on active duty?	N	Percentage
Yes	172	96.6
No	6	3.4
Are you a member of the Reserves/National Guard?	N	Percentage
Yes	5	2.8
No	171	97.2

Appendix N: Findings for ARSOF Reserve Component Personnel²⁹⁰

²⁹⁰ This group includes individuals who indicated SF RC, CA RC, and PSYOP RC as their SOF personnel type.

Table N1: General Language Requirements.

1. Think about the use of street dialect (e.g. blue-collar/slang) in conversation with people in the deployment location. Example: Asking for directions from or giving important instructions to the typical person you encounter while deployed.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you use this street dialect?	81	3.5	1.17	61.7	4.9	16.0	30.9	23.5	24.7
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is street dialect to completing SOF core tasks?	82	3.4	1.09	60.4	3.7	13.4	42.7	18.3	22.0

Table N2: General Language Requirements.

2. Think about giving commands in a direct action scenario in the deployment language. Example: "Get down!" or "Drop the weapon!"										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you give this type of command?	81	3.0	1.26	51.2	11.1	28.4	19.8	25.9	14.8
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is giving this type of command?	82	3.9	1.07	73.5	1.2	9.8	23.2	25.6	40.2

Table N3: General Language Requirements.

3. Think about the use of formal language in conversation with people in the deployment location. Example: Giving a thank you speech to local country hosts or conducting business negotiations with officials.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you use this formal language?	81	3.2	1.27	55.9	11.1	17.3	28.4	23.5	19.8
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is formal language to completing SOF core tasks?	82	3.6	1.02	64.9	3.7	7.3	35.4	32.9	20.7

Table N4: General Language Requirements.

4. Think about the use of language in building rapport with people in the deployment location. Example: The initial meeting with the local militia leader.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	82	4.2	0.96	81.1	-	6.1	18.3	20.7	54.9
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	82	4.5	0.86	86.3	1.2	1.2	13.4	19.5	64.6

Table N5: General Language Requirements.

5. Think about the use of military or technical vocabulary in conversation with people in the deployment location. Example: Training local mechanics, policemen, or soldiers.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you use military-technical vocabulary?	82	3.2	1.24	55.5	9.8	18.3	31.7	20.7	19.5
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this vocabulary to completing SOF core tasks?	82	3.4	1.13	61.0	3.7	18.3	30.5	25.6	22.0

Table N6: General Language Requirements.

6. Think about reading in the language of the deployment country. Examples: Identifying important documents, reading signs/graffiti, and navigation.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	82	3.9	1.08	72.6	2.4	8.5	23.2	28.0	37.8
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	82	4.1	0.97	76.5	1.2	4.9	22.0	30.5	41.5

Table N7: General Language Requirements.

7. Think about writing in the language of the deployment country. Example: Making written arrangements (contracts) with local officials, writing an operations order, or writing a list of supplies for a local guide to purchase.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	80	2.7	1.18	43.1	13.8	35.0	26.3	15.0	10.0
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	81	3.0	1.12	49.1	3.7	38.3	30.9	12.3	14.8

Table N8: General Language Requirements.

8. Think about listening to conversations or broadcasts in the language of the deployment country. Example: Listening to conversations at a café or a radio broadcast to determine local support for your presence.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	80	3.8	1.04	70.9	1.3	10.0	25.0	31.3	32.5
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	81	3.9	0.99	72.8	-	9.9	23.5	32.1	34.6

Table N9: General Language Requirements.

9. Which statement best describes the level of language proficiency ideal for your typical tasks and duties?	N	Percentage
None	2	2.4
Asking directions; reading street signs or a map; giving basic commands; using simple common courtesy phrases and questions ("tourist guide" phrases); limited knowledge of the culture.	8	9.8
Asking and responding to questions beyond the standard "tourist guide" phrases; limited conversation/dialogue; listening and understanding the typical radio/TV broadcasts or conversation; getting the gist of newspaper headlines or articles; working knowledge and understanding of the culture.	21	25.6
Extended dialogue/conversation on a variety of topics; reading important documents or the local newspaper with a good understanding; listening and understanding most conversations or broadcasts; and ability to understand culturally appropriate humor and metaphors.	35	42.7
Negotiations; persuading others with complex issues or thoughts; writing contracts or complex messages; reading very sophisticated or technical materials; complete comprehension of conversations and broadcasts; confidence in all levels of conversation; and ability to use culturally appropriate humor and metaphors.	16	19.5

Table N10: Mission-based Language Requirements.

1. What was your primary SOF core task on this deployment?	N	Percentage
Direct Action (DA)	4	4.9
Special Reconnaissance (SR)	5	6.1
Unconventional Warfare (UW)	14	17.1
Foreign Internal Defense (FID)	9	11.0
Civil Affairs Operations (CAO)	28	34.1
Psychological Operations (PSYOP)	16	19.5
Counterterrorism (CT)	2	2.4
Information Operations (IO)	1	1.2
Miscellaneous Intelligence (Intel.)	2	2.4
Other	1	1.2
2. Was this mission inside or outside your AOR?	N	Percentage
Inside AOR	39	47.6
Outside AOR	43	52.4

Table N11: Mission-based Language Requirements.

3. Which statements best describes the level of language proficiency ideal for you tasks and duties on this mission?	N	Percentage
None	5	6.1
Asking directions; reading street signs or a map; giving basic commands; using simple common courtesy phrases and questions ("tourist guide" phrases); limited knowledge of the culture.	9	11.0
Asking and responding to questions beyond the standard "tourist guide" phrases; limited conversation/dialogue; listening and understanding the typical radio/TV broadcasts or conversation; getting the gist of newspaper headlines or articles; working knowledge and understanding of the culture.	23	28.0
Extended dialogue/conversation on a variety of topics; reading important documents or the local newspaper with a good understanding; listening and understanding most conversations or broadcasts; and ability to understand culturally appropriate humor and metaphors.	32	39.0
Negotiations; persuading others with complex issues or thoughts; writing contracts or complex messages; reading very sophisticated or technical materials; complete comprehension of conversations and broadcasts; confidence in all levels of conversation; and ability to use culturally appropriate humor and metaphors.	13	15.9
4. Which of the following language-related tasks were required for this mission?	N	Percentage
Topic specific instruction; teaching a class on how to employ and maintain equipment, teaching tactics, explaining the role and function of staff personnel.	1	1.2
Establishing and building rapport and some level of trust with a political or military figure.	27	32.9
Both a and b	48	58.5
Neither a and b	6	7.3
5. How long were you deployed in this country?	N	Percentage
Less than 3 months	9	11.1
3 – 6 months	14	17.1
6 – 12 months	49	59.8
Over 12 months	10	12.2

Table N12: Mission-based Language Requirements.

How much did the mission require you to use the following in the deployment language?		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Always
6.	Military-specific language	79	2.8	1.08	46.2	11.4	27.8	29.1	27.8	3.8
7.	Formal language	81	2.9	1.00	46.9	9.9	23.5	39.5	23.5	3.7
8.	Slang/street language	81	3.3	1.06	57.1	4.9	18.5	32.1	32.1	12.3
9.	Local dialect	80	3.4	1.29	60.6	11.3	15.0	15.0	37.5	21.3
10.	Speaking skills	80	3.7	1.13	68.4	6.3	7.5	20.0	38.8	27.5
11.	Listening skills	81	3.9	1.19	72.2	6.2	8.6	13.6	33.3	38.3
12.	Reading skills	81	2.8	1.06	44.4	12.3	27.2	35.8	19.8	4.9
13.	Writing skills	81	2.1	1.04	28.7	28.4	42.0	21.0	3.7	4.9
14.	Job aids (Example: note cards or Kwikpoint, but not interpreters)	76	2.1	1.21	28.6	43.4	18.4	21.1	14.5	2.6
15.	Interpreters	82	4.3	1.11	82.0	4.9	3.7	11.0	19.5	61.0

Table N13: Mission-based Language Requirements.

Please rate the following on a scale of Strongly Disagree to Strongly Agree		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
16.	I was well prepared for this deployment in terms of language and cultural understanding.	80	2.5	1.31	36.3	30.0	28.8	16.3	16.3	8.8
17.	I used my language skills frequently while on this deployment.	74	3.6	1.47	63.9	17.6	6.8	13.5	27.0	35.1

Table N14: Mission-based Language Requirements.

How important do you believe language proficiency is for...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Not Important	Low Importance	Important	High Importance	Critical
18.	Building rapport/trust	82	4.5	0.67	87.2	-	1.2	6.1	35.4	57.3
19.	Training or teaching others	80	3.8	1.00	69.1	1.3	10.0	26.3	36.3	26.3
20.	Reducing need for interpreters/translators	79	3.9	1.06	72.2	2.5	8.9	20.3	34.2	34.2
21.	Logistics (i.e. saving time or convenience in getting things done)	82	3.5	0.92	62.5	-	12.2	42.7	28.0	17.1
22.	Timely identification of important documents	82	3.7	1.07	68.3	2.4	9.8	29.3	29.3	29.3
23.	Giving basic commands	82	3.9	0.95	72.9	-	7.3	26.8	32.9	32.9
24.	Discrete eavesdropping	82	4.0	1.06	76.2	1.2	9.8	17.1	26.8	45.1
25.	Increasing situational awareness	82	4.3	0.81	82.0	-	2.4	14.6	35.4	47.6
26.	Maintaining control in hostile confrontations	81	4.1	1.00	77.5	1.2	6.2	18.5	29.6	44.4
27.	Persuading people to provide sensitive information	82	4.0	0.99	75.0	1.2	6.1	23.2	30.5	39.0
28.	Negotiations	80	4.0	0.94	74.4	1.3	3.8	26.3	33.8	35.0

Table N15: Use of Interpreters.

1. Have you used an interpreter on a mission in the past four years?	N	Percentage
Yes	76	92.7
No	6	7.3

Table N16: Use of Interpreters.

Directions: Answer the following questions about your experiences with interpreters on your missions. Think about this across all of your deployments inside and outside your AOR (i.e., your unit's normal area of responsibility).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
1.	How often do you use CAT I interpreters (i.e., Local hire, indigenous personnel, not vetted; OR a US citizen, not vetted)?	76	4.4	0.97	85.2	1.3	3.9	14.5	13.2	67.1
2.	How often do you use CAT II/III interpreters (i.e., US citizen with a secret OR top secret clearance)?	75	2.7	1.35	42.7	22.7	26.7	22.7	13.3	14.7

Table N17: Use of Interpreters.

Directions: Answer the following questions about your experiences with interpreters on your missions. Think about this across all of your deployments inside and outside your AOR (i.e., your unit's normal area of responsibility).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3.	If I were more proficient in my current or official language, I would be less likely to rely on interpreters.	76	4.3	1.10	81.3	5.3	3.9	6.6	28.9	55.3
4.	In my experiences, I have observed situations where interpreters have compromised the mission outcome.	75	3.7	1.19	67.3	6.7	9.3	21.3	33.3	29.3
5.	I use interpreters only when advanced/high levels of proficiency are required.	76	2.7	1.24	42.4	17.1	34.2	21.1	17.1	10.5
6.	It would have been useful to receive training on using interpreters prior to deployment.	73	3.7	0.90	66.8	1.4	8.2	28.8	45.2	16.4
7.	Interpreters are essential for carrying out missions.	76	4.0	0.94	75.0	1.3	6.6	15.8	43.4	32.9
8.	I feel our unit is too dependent on interpreters.	76	4.1	1.11	77.6	2.6	9.2	13.2	25.0	50.0
9.	My unit frequently uses interpreters when deployed inside the normal AOR.	74	3.9	1.19	73.0	4.1	14.9	5.4	36.5	39.2
10.	I can be as effective on my missions without an interpreter.	76	2.0	1.07	25.0	38.2	38.2	13.2	6.6	3.9
11.	In my experience, most interpreters were trustworthy.	76	3.3	0.98	56.6	5.3	15.8	32.9	39.5	6.6
12.	In my experience, most interpreters were competent.	76	3.5	0.94	61.5	3.9	11.8	26.3	50.0	7.9

Table N18: Outside AOR Deployment.

1. Have you been deployed out of your unit's normal Area of Responsibility (AOR) in the past four years?	N	Percentage
Yes	53	64.6
No	29	35.4

Table N19: Outside AOR Deployment.

Directions: Answer these questions according to your most recent deployment outside of your unit's AOR or normal area of responsibility (e.g., GWOT mission).		
1. Which statement best describes the level of language proficiency ideal for you tasks and duties on this mission?	N	Percentage
None	4	7.7
Asking directions; reading street signs or a map; giving basic commands; using simple common courtesy phrases and questions ("tourist guide" phrases); limited knowledge of the culture.	8	15.4
Asking and responding to questions beyond the standard "tourist guide" phrases; limited conversation/dialogue; listening and understanding the typical radio/TV broadcasts or conversation; getting the gist of newspaper headlines or articles; working knowledge and understanding of the culture.	17	32.7
Extended dialogue/conversation on a variety of topics; reading important documents or the local newspaper with a good understanding; listening and understanding most conversations or broadcasts; and ability to understand culturally appropriate humor and metaphors.	16	30.8
Negotiations; persuading others with complex issues or thoughts; writing contracts or complex messages; reading very sophisticated or technical materials; complete comprehension of conversations and broadcasts; confidence in all levels of conversation; and ability to use culturally appropriate humor and metaphors.	7	13.5
2. Which of the following language-related tasks were required for this mission?	N	Percentage
Topic specific instruction; teaching a class on how to employ and maintain equipment, teaching tactics, explaining the role and function of staff personnel.	2	3.8
Establishing and building rapport and some level of trust with a political or military figure.	12	23.1
Both a and b	31	59.6
Neither a and b	7	13.5

Table N20: Outside AOR Deployment.

Directions: Answer these questions according to your most recent deployment outside of your unit's AOR or normal area of responsibility (e.g., GWOT mission).		
3. How long were you deployed in this country?	N	Percentage
Less than 3 months	2	3.9
3 – 6 months	11	21.6
6 – 12 months	34	66.7
Over 12 months	4	7.8

Table N21: Outside AOR Deployment.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4.	I was able to meet the language-related requirements of this mission.	50	2.2	1.11	30.0	32.0	34.0	18.0	14.0	2.0
5.	While on this deployment, I experienced language-related issues or deficiencies.	51	4.3	0.94	82.4	2.0	3.9	9.8	31.4	52.9
6.	My proficiency in my official or required language suffered because of this deployment.	45	3.2	1.21	56.1	8.9	22.2	17.8	37.8	13.3
7.	I am confident that I will be able to regain my previous proficiency in my official or required language.	46	4.0	1.03	73.9	2.2	6.5	21.7	32.6	37.0
8.	Prior to deployment, I was proficient in the language required.	45	2.7	1.52	41.7	28.9	28.9	8.9	13.3	20.0

Table N22: Outside AOR Deployment.

1. I received pre-deployment language training?	N	Percentage
Yes	10	19.6
No	41	80.4

Table N23: Use of Interpreters Outside AOR Deployment.

1. Have you used an interpreter on a mission in the past four years?	N	Percentage
Yes	47	92.2
No	7	7.8

Table N24: Use of Interpreters Outside AOR Deployment.

1. What type of interpreter was used for this mission?	N	Percentage
CAT I (i.e., Local hire indigenous personnel, not vetted; OR a US citizen not vetted)	34	72.3
CAT II / CAT III (i.e., US citizen with a secret OR top secret clearance)	7	14.9
Both CAT I and CAT II/III	6	12.8

Table N25: Use of Interpreters Outside AOR Deployment.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2.	Using interpreter(s) was essential for carrying out this mission.	47	4.6	0.68	89.4	-	2.1	4.3	27.7	66.0
3.	I could have been as effective on this mission without using interpreter(s).	47	1.8	0.98	19.7	44.7	44.7	-	8.5	2.1
4.	The interpreter(s) that I used on this mission was (were) trustworthy.	47	3.6	0.99	66.0	-	19.1	14.9	48.9	17.0
5.	The interpreter(s) that I used on this mission was (were) competent.	47	3.8	0.94	69.1	-	14.9	12.8	53.2	19.1
6.	I feel that during this mission, I was too dependent on interpreters.	47	4.1	0.99	76.6	-	10.6	12.8	36.2	40.4
7.	My unit frequently uses interpreters when outside the normal AOR.	47	4.5	0.66	87.8	-	-	8.5	31.9	59.6

Table N26: Beliefs about Proficiency.

Directions: Respond to the following items based on your skills related to your official or required language.		
1. Do you have any level of proficiency in a language other than English?	N	Percentage
Yes	107	90.7
No	11	9.3

Table N27: Beliefs about Proficiency.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Always
2.	I feel confident in my ability to use military terminology in the language required by my AOR assignment.	115	2.8	1.14	44.8	13.9	29.6	26.1	24.3	6.1
3.	I feel confident in my ability to satisfy minimum courtesy requirements and maintain very simple face-to-face conversations on familiar topics in the language required by my AOR assignment.	115	3.7	1.37	67.0	9.6	12.2	20.0	17.4	40.9
4.	I feel confident in my ability to participate in informal conversations on practical, social, and professional topics in the language required by my AOR assignment.	114	3.1	1.40	52.0	17.5	19.3	21.9	20.2	21.1

Table N28: Official Language Testing.

1. Have you taken the Defense Language Proficiency Test (DLPT) in the past four years?	N	Percentage
Yes	77	72.0
No	30	28.0
2. Are you currently required to take the DLPT annually?	N	Percentage
Yes	41	56.2
No	32	43.8

Table N29: Official Language Testing.

3. What is your current official or required AOR language?	N	Percentage
Dari	2	2.6
French	8	10.4
German	2	2.6
Indonesian	1	1.3
Korean	5	6.5
Modern Standard Arabic	13	16.9
Pashtu	1	1.3
Persian-Farsi	1	1.3
Russian	4	5.2
Spanish	26	33.8
Tagalog (Filipino)	3	3.9
Thai	4	5.2
Urdu	1	1.3
Italian	1	1.3
Miscellaneous CAT III	2	2.6
Miscellaneous CAT IV	3	3.9

Table N30: Official Language Testing.

4. When was the last time that you took the DLPT in your current official or required AOR language?	N	Percentage
2004	15	20.5
2003	25	34.2
2002	19	26.0
2001	9	12.3
Prior to 2001	5	6.8
5. What is your level of proficiency in your current official or required AOR language according to your most recent DLPT score? (Listening)	N	Percentage
0	2	2.8
0+	11	15.5
1	11	15.5
1+	9	12.7
2	12	16.9
2+	10	14.1
3	16	22.5
6. What is your level of proficiency in your current official or required AOR language according to your most recent DLPT score? (Reading)	N	Percentage
0	2	2.8
0+	4	5.6
1	11	15.5
1+	6	8.5
2	11	15.5
2+	16	22.5
3	21	29.6

Table N31: Official Language Testing.

5. Have you ever taken an Oral Proficiency Interview (OPI)?	N	Percentage
Yes	32	41.6
No	45	58.4

Table N32: Official Language Testing.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
6.	The content of the DLPT is clearly related to what I do during deployment.	75	2.7	1.19	43.0	16.0	34.7	16.0	28.0	5.3
7.	My DLPT scores accurately reflect my ability to use language while on the job.	76	3.1	1.28	51.6	14.5	22.4	17.1	34.2	11.8
8.	Operators who perform well on the DLPT are more likely to successfully use language in the field.	76	3.6	1.15	63.8	5.3	14.5	22.4	35.5	22.4
9.	If my score on the DLPT is too high, my chain of command will take unfair advantage of me.	70	2.3	1.10	31.4	25.7	41.4	20.0	7.1	5.7
10.	I marked the same answer for every question on the DLPT to get it over with quickly.	73	1.3	0.76	7.5	79.5	16.4	1.4	-	2.7
11.	I have memorized the answers to the DLPT since it never changes.	72	1.5	0.93	12.2	69.4	22.2	1.4	4.2	2.8
12.	The OPI (Oral Proficiency Interview) is more related to mission performance than the DLPT.	52	3.7	1.07	68.3	3.8	5.8	32.7	28.8	28.8

Table N33: Foreign Language Proficiency Pay.

Directions: Please respond to the following items regarding Foreign Language Proficiency Pay (FLPP)		
1. Have you received Foreign Language Proficiency Pay (FLPP) in the past four years?	N	Percentage
Yes	30	28.3
No	76	71.7
2. Do you currently receive Foreign Language Proficiency Pay (FLPP)?	N	Percentage
Yes	14	13.2
No	92	86.8

Table N34: Foreign Language Proficiency Pay.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3.	FLPP motivates me to acquire new language skills during personal time.	98	3.1	1.38	53.6	15.3	21.4	18.4	23.5	21.4
4.	FLPP motivates me to maintain my current level of language skills during personal time.	95	3.2	1.39	54.7	16.8	15.8	21.1	24.2	22.1
5.	Procedures for allocating FLPP are fair.	92	2.6	1.20	39.7	25.0	19.6	32.6	17.4	5.4
6.	Procedures for receiving FLPP are straight-forward and simple.	91	2.5	1.17	38.7	24.2	23.1	30.8	17.6	4.4
7.	I believe the amount of my FLPP reflects the effort that I have put into learning or maintaining a language.	90	2.3	1.16	33.3	32.2	23.3	25.6	16.7	2.2

Table N35: Foreign Language Proficiency Pay.

8. FLPP would be more motivating if.... (check all that apply)	N	Percentage
The amounts were increased (e.g. more money).	78	66.1
It was paid for lower proficiency levels.	46	39.0
It was paid once per year as a bonus.	15	12.7
We could get FLPP for speaking proficiency.	62	52.5
The Unit would provide more resources for language training.	82	69.5
The Unit would provide more time for language training.	74	62.7
I had been trained to a higher level during initial acquisition.	51	43.2

Table N36: Language Training.

1. Indicate the military-provided training for your current, official, or required language that you have received in the PAST FOUR YEARS?	N	Percentage
Initial Acquisition Training	31	26.3
Sustainment/Enhancement Training	11	9.3
Both of the above	10	8.5
Neither of the above	66	55.9
2. Have you participated in military-provided immersion training?	N	Percentage
Yes	16	13.6
No	102	86.4
3. Have you EVER received language training paid for and/or sponsored by the military or government?	N	Percentage
Yes	62	52.5
No	56	47.5

Table N37: Initial Acquisition Language Training.

Directions: Answer the following questions about your initial acquisition language training in your official or required language.		
1. What was the source of your initial acquisition language training?	N	Percentage
DLI (at Monterey, California)	19	46.3
USAJFKSWCS	14	34.1
Unit/Command Language Program (CLP)	8	19.5
DLI (at Washington, DC)	-	-
2. What was the instructional mode of your initial acquisition language training?	N	Percentage
Classroom	38	92.7
Classroom followed by immersion	1	2.4
DL (i.e., distance/distributive learning)	2	4.9

Table N38: Initial Acquisition Language Training.

Answer the following about your instructor(s)...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3.	My instructor was effective in preparing me to use my language skills.	40	4.3	0.73	83.1	-	2.5	7.5	45.0	45.0
4.	It was clear that the instructor incorporated SOF considerations in his/her teaching objectives (e.g. mission language requirements).	40	3.0	1.21	50.6	10.0	30.0	17.5	32.5	10.0
5.	My instructor utilized current examples from TV, movies, radio, magazines, and newspapers to teach the language.	40	4.1	1.10	76.9	2.5	12.5	2.5	40.0	42.5
6.	My instructor was knowledgeable about how the language is currently used.	40	4.4	0.90	85.0	2.5	2.5	5.0	32.5	57.5
7.	The instructor encouraged students to speak in the target language.	40	4.7	0.57	91.9	-	-	5.0	22.5	72.5

Table N39: Initial Acquisition Language Training.

Answer the following about the curriculum...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
8.	The primary emphasis of the curriculum was on the formal language.	41	4.1	0.75	76.8	-	4.9	9.8	58.5	26.8
9.	The curriculum included slang and/or street language.	41	2.9	1.13	48.2	9.8	34.1	12.2	41.5	2.4
10.	The materials used in training were free from error.	41	2.4	1.18	35.4	29.3	26.8	17.1	26.8	-
11.	The curriculum included instruction and practice in all four skill modalities (i.e. reading, writing, speaking, and listening).	41	4.1	1.00	78.0	-	12.2	7.3	36.6	43.9
12.	The curriculum covered the vocabulary necessary for my job and missions.	41	3.3	1.27	57.3	9.8	22.0	14.6	36.6	17.1
13.	The curriculum was pre-packaged and not customized to SOF.	41	3.4	1.22	59.8	7.3	19.5	19.5	34.1	19.5
14.	The course would have been more effective if we had covered less content in more detail.	40	2.8	1.20	45.6	15.0	30.0	17.5	32.5	5.0

Table N40: Sustainment/Enhancement Language Training.

Directions: Answer the following questions about your sustainment/enhancement language training in your official or required language.		
1. What was the source of your sustainment/enhancement language training?	N	Percentage
DLI (at Monterey, California)	1	4.8
Unit/Command Language Program (CLP)	20	95.2
DLI (at Washington, DC)	-	-
Self-Study	-	-
2. What was the instructional mode of your sustainment/enhancement language training?	N	Percentage
Language Lab	3	14.3
Distance Learning (DL)	2	9.5
College classes	1	4.8
Immersion	1	4.8
Classroom (DLI/Unit)	10	47.6
Language days/activities	1	4.8
Tutoring	3	14.3
3. Did you have an instructor for your sustainment/enhancement language training?	N	Percentage
Yes	15	71.4
No	6	28.6

Table N41: Sustainment/Enhancement Language Training.

Answer the following about your instructor(s)...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4.	My instructor was effective in preparing me to use my language skills.	14	3.6	0.94	64.3	7.1	-	28.6	57.1	7.1
5.	It was clear that the instructor incorporated SOF considerations in his/her teaching objectives (e.g. mission language requirements).	14	2.4	1.28	35.7	21.4	50.0	-	21.4	7.1
6.	My instructor utilized current examples from TV, movies, radio, magazines, and newspapers to teach the language.	15	3.7	0.96	68.3	-	20.0	-	66.7	13.3
7.	My instructor was knowledgeable about how the language is currently used.	15	4.3	0.49	83.3	-	-	-	66.7	33.3
8.	The instructor encouraged students to speak in the target language.	15	4.5	0.64	88.3	-	-	6.7	33.3	60.0

Table N42: Sustainment/Enhancement Language Training.

Answer the following about the curriculum...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
9.	The primary emphasis of the curriculum was on the formal language.	20	3.5	0.83	62.5	-	20.0	10.0	70.0	-
10.	The curriculum included slang and/or street language.	20	3.2	0.99	53.8	-	35.0	20.0	40.0	5.0
11.	The materials used in training were free from error.	19	3.0	0.94	50.0	5.3	26.3	31.6	36.8	-
12.	The curriculum included instruction and practice in all four skill modalities (i.e. reading, writing, speaking, and listening).	20	3.4	1.23	58.8	10.0	20.0	5.0	55.0	10.0
13.	The curriculum covered the vocabulary necessary for my job and missions.	20	3.3	1.02	56.3	5.0	20.0	25.0	45.0	5.0
14.	The curriculum was pre-packaged and not customized to SOF.	20	3.4	1.18	58.8	-	35.0	15.0	30.0	20.0
15.	The course would have been more effective if we had covered less content in more detail.	20	3.0	1.12	50.0	10.0	30.0	10.0	50.0	-

Table N43: Immersion Training.

Directions: When answering these questions, think about the most recent immersion training that you have had.		
1. How many weeks was your immersion training?	N	Percentage
0-2 weeks	4	25.0
3-4 weeks	6	37.5
5-6 weeks	1	6.3
7-10 weeks	1	6.3
11-20 weeks	3	18.8
21-30 weeks	1	6.3
3. What kind of immersion training was it?	N	Percentage
Iso-immersion (i.e., CONUS)	7	43.8
Immersion training (i.e., OCONUS)	9	56.3

Table N44: Immersion Training.

4. What language were you studying during immersion training?	N	Percentage
French	3	18.8
Korean	1	6.3
Modern Standard Arabic	4	25.0
Russian	1	6.3
Spanish	6	37.5
Miscellaneous CAT IV	1	6.3

Table N45: Immersion Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
5.	My language proficiency improved as a result of immersion training.	16	3.9	0.89	71.9	-	12.5	6.3	62.5	18.8
6.	I would have benefited more from immersion training if my initial proficiency was higher.	16	3.8	0.83	70.3	-	12.5	6.3	68.8	12.5
7.	Immersion training is the most effective way to acquire language skills.	16	4.4	0.72	84.4	-	-	12.5	37.5	50.0
8.	I think that OCONUS immersion training is a boondoggle.	13	2.2	1.17	30.8	30.8	30.8	30.8	-	7.7

Table N46: Training Effectiveness on Deployment.

Directions: answer the following questions related to your most recent training experience in which you were deployed in that language after training (i.e. took a course and deployed)		
1. Please indicate your most recent training experience in which you were deployed in that language after training:	N	Percentage
Initial acquisition language training	35	51.5
Sustainment/enhancement training in official or required AOR language	12	17.6
Pre-deployment training in language outside AOR (e.g., GWOT language)	21	30.9

Table N47: Training Effectiveness on Deployment.

Directions: Answer the following questions related to your most recent training experience in which you were deployed in that language after training (i.e. took a course and deployed).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2.	The language training I received prepared me for situations that I commonly encountered while deployed or on the mission.	61	3.2	1.18	54.9	11.5	18.0	18.0	44.3	8.2
3.	As a result of language training, I had no problem(s) speaking with local people, asking directions, giving commands, and reserving lodging.	61	2.8	1.30	45.1	19.7	29.5	8.2	36.1	6.6
4.	As a result of language training, I had no problem(s) building rapport/trust with local people.	61	3.2	1.31	56.1	14.8	18.0	8.2	45.9	13.1
5.	As a result of language training, I had no problem (s) reading street signs, warning markers, graffiti, important documents, and news.	60	3.0	1.28	49.2	15.0	26.7	15.0	33.3	10.0
6.	As a result of language training, I had no problem(s) listening to local people, answering their questions, and following local news programs.	61	2.5	1.12	36.5	21.3	37.7	16.4	23.0	1.6
7.	While deployed, I encountered situations where I felt that more substantial language training should have been required.	60	4.3	0.91	82.5	-	8.3	5.0	35.0	51.7

Table N48: Training Effectiveness on Deployment.

Directions: Answer the following questions related to your most recent training experience in which you were deployed in that language after training (i.e. took a course and deployed).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
8.	I was taught in the most up-to-date form of the language (i.e. how the language is currently used).	62	3.2	1.22	54.4	12.9	16.1	22.6	37.1	11.3
9.	While deployed, I found that I received incorrect information during language training.	59	2.7	1.22	42.8	15.3	37.3	16.9	22.0	8.5

Table N49: Attitudes toward Language Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I believe that official language training is essential for success on the job.	118	4.2	1.30	79.9	10.2	4.2	2.5	22.0	61.0
2.	I do not believe the official language training focuses on the language skills and mission situations important to SOF.	110	2.9	1.20	48.0	12.7	27.3	25.5	24.5	10.0
3.	I would sacrifice some of the training allocated to my SOF skills training (e.g. weapons training) to shift to language proficiency.	113	3.6	1.08	65.7	3.5	15.0	16.8	44.2	20.4
4.	I do not put much effort into language training.	112	2.6	1.21	39.1	20.5	34.8	20.5	16.1	8.0
5.	I want to succeed in language training so that I will do well on missions.	115	4.5	0.65	88.7	0.9	-	3.5	34.8	60.9
6.	I am motivated to succeed in language training because I want to receive FLPP.	116	3.3	1.23	56.5	8.6	20.7	25.9	25.9	19.0
7.	I am motivated to succeed in language training because I am accountable to my team for my language abilities.	109	4.2	0.98	79.1	1.8	6.4	10.1	36.7	45.0
8.	I would be more motivated to perform well in language training if it was a criteria for promotions or would be used in future decisions about my job.	112	3.5	1.27	61.4	8.0	17.0	23.2	25.0	26.8
9.	Language training will make a good addition to my resume.	116	4.2	0.86	80.8	1.7	0.9	14.7	37.9	44.8
10.	My chain of command cares about my language proficiency.	114	2.7	1.12	42.3	18.4	23.7	31.6	22.8	3.5

Table N50: Attitudes toward Immersion Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
11.	I am often pulled out of language training for non-critical details.	75	3.3	1.23	56.7	8.0	20.0	30.7	20.0	21.3
12.	My chain of command will make the sacrifices necessary to ensure that I sustain my language proficiency.	103	2.4	1.04	35.4	23.3	30.1	28.2	18.4	-
13.	Maintaining proficiency in my core SOF skills does not leave time for maintaining appropriate language proficiency.	103	3.0	0.98	50.0	2.9	33.0	31.1	27.2	5.8
14.	With the current OPTEMPO, sustainment/enhancement training in my official language is impossible.	104	3.0	1.16	50.0	8.7	32.7	16.3	34.6	7.7
15.	I would put more effort into language training if the resources were more accessible.	113	4.4	0.81	84.1	0.9	2.7	8.0	36.3	52.2
16.	Selection for OCONUS immersion training is fair.	93	2.5	1.12	38.4	24.7	18.3	38.7	15.1	3.2
18.	OCONUS immersion training should occur regularly as part of sustainment/enhancement training.	110	4.5	0.63	87.0	-	-	7.3	37.3	55.5
19.	OCONUS immersion training is used (viewed) as a motivating reward rather than for skill enhancement.	99	3.6	0.94	64.9	2.0	6.1	41.4	31.3	19.2
20.	My command thinks that OCONUS immersion training is a boondoggle.	84	3.5	1.00	61.9	2.4	9.5	46.4	21.4	20.2
21.	CONUS iso-immersion is equally as effective as OCONUS immersion.	93	2.5	1.01	37.4	19.4	28.0	38.7	11.8	2.2

Table N51: Technology-Delivered Training.

Directions: Answer the following questions regarding your opinions and experiences with technology.		
1. Have you ever used technology-delivered training (Examples: Computer based training, video teleconferencing, distance/distributive learning, self-paced language learning software, etc.)?	N	Percentage
Yes	44	75.9
No	14	24.1

Table N52: Technology-Delivered Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2.	I believe that classroom training is more useful than technology-delivered training (TDT) for the initial acquisition of a language.	60	4.2	0.98	79.2	-	8.3	15.0	28.3	48.3
3.	I would be likely to use TDT options if they were available.	61	4.0	0.74	75.4	-	6.6	6.6	65.6	21.3
4.	I believe that TDT means that I will be completing training on my own time/ at home (e.g. not duty time).	60	3.9	0.87	72.9	-	10.0	11.7	55.0	23.3
5.	I believe that TDT is used most effectively when supplementing classroom instruction.	61	4.3	0.74	82.4	-	3.3	6.6	47.5	42.6
6.	I would be more likely to use TDT if it was scheduled (i.e., on duty time) versus when it is on my own time (i.e., not duty time).	58	4.1	0.93	76.7	-	6.9	19.0	34.5	39.7
7.	I believe that TDT is an effective way to learn language skills.	60	3.2	0.95	55.0	1.7	28.3	21.7	45.0	3.3
8.	I believe that TDT is an effective way to sustain/enhance my language skills.	60	3.9	0.86	73.3	-	10.0	10.0	56.7	23.3
9.	I believe that TDT is only effective when trainees are motivated.	61	4.2	0.79	79.9	-	4.9	8.2	49.2	37.7
10.	I have heard of the SOFTS (Special Operations Forces Training System) program where SOF personnel can take a class with a live instructor over the internet using PC-based tele-conferencing.	59	1.8	0.99	19.1	50.8	33.9	3.4	11.9	-
11.	I would participate in SOFTS if I had the opportunity.	61	4.2	0.77	79.9	-	3.3	11.5	47.5	37.7

Table N53: Technology-Delivered Training.

I am more likely to use TDT rather than face-to-face (i.e. classroom) instruction because TDT...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
12.	Provides the convenience of working at home.	58	3.2	1.13	56.0	6.9	20.7	25.9	34.5	12.1
13.	Allows you to complete training at your own pace.	58	3.4	1.09	60.8	6.9	13.8	20.7	46.6	12.1
14.	Reduces external pressures such as live instructors or peers.	58	2.6	1.14	40.5	20.7	24.1	31.0	20.7	3.4

Table N54: Technology-Delivered Training.

Directions: Answer the following questions regarding your opinions and experiences with technology.		
15. Have you ever used machine language translation (MLT) devices (Example: Phraselator or Voice Response Translator (VRT))?	N	Percentage
Yes	4	7.1
No	52	92.9
16. Have you ever used the Phraselator?	N	Percentage
Yes	4	6.6
No	57	93.4
17. Have you ever used the VRT?	N	Percentage
Yes	2	3.3
No	59	96.7
18. Have you ever used S-Minds?	N	Percentage
Yes	-	-
No	61	100.0

Table N55: Technology-Delivered Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
19.	I believe that MLT is an effective way to communicate.	33	2.7	0.95	42.4	15.2	15.2	57.6	9.1	3.0
20.	I believe that MLT is effective for the SOF core tasks I conduct that require language capability.	31	2.7	0.94	41.9	16.1	16.1	51.6	16.1	-
21.	I believe that MLT shows promise for the future.	35	3.1	1.03	51.4	11.4	8.6	48.6	25.7	5.7
22.	I believe that MLT cannot replace language trained operators.	40	4.1	0.99	76.3	2.5	-	30.0	25.0	42.5

Table N56: Organizational Climate and Support.

Directions: Answer the following questions regarding organizational climate and support.							
Rate your command on how well it does on each of the following:		N	Percentage (%) of Responses				
			A (Excellent)	B (Above Average)	C (Average)	D (Below Average)	F (Fail)
1.	Allocating duty hours/weeks to language training or language practice.	115	-	7.8	26.1	21.7	44.3
2.	Encouraging the use of your language during non-language training.	116	0.9	9.5	20.7	28.4	40.5
3.	Placing command emphasis on language proficiency.	116	6.0	11.2	24.1	28.4	30.2
4.	Providing support to help you acquire and maintain enough proficiency to qualify for FLPP.	116	0.9	12.1	21.6	30.2	35.3
5.	Providing recognition and awards related to language.	116	3.4	6.0	17.2	25.0	48.3
6.	Providing language learning materials.	116	0.9	12.9	27.6	30.2	28.4
7.	Ensuring quality language instruction is available.	115	2.6	9.6	21.7	31.3	34.8
8.	Ensuring pre-deployment training is available.	116	1.7	12.9	26.7	31.0	27.6
9.	Placing command emphasis on taking the DLPT on time.	115	7.0	11.3	28.7	25.2	27.8
10.	Finding ways to increase time for language training.	115	0.9	7.0	27.0	21.7	43.5
11.	Ensuring that personnel in language training are not pulled for non-critical details.	116	2.6	6.9	37.9	19.8	32.8

Table N57: Language and Attrition.

Directions: Answer the following questions regarding language and its relation to attrition.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I intend to leave SOF if I am unable to get the language training I need.	104	2.2	1.15	30.3	29.8	39.4	17.3	6.7	6.7
2.	I have considered leaving SOF to pursue a job in the civilian world where my language skills will be highly compensated.	97	2.8	1.44	45.6	22.7	26.8	14.4	17.5	18.6
3.	My decision to re-enlist in SOF is based in part on issues relating to language proficiency and language training.	94	2.9	1.38	48.4	18.1	23.4	25.5	12.8	20.2
4.	I intend to leave SOF if language requirements are increased.	102	1.8	0.86	19.1	43.1	43.1	9.8	2.0	2.0
5.	I am likely to re-enlist in SOF.	91	3.9	1.20	72.8	7.7	1.1	26.4	22.0	42.9

Table N58: Demographics.

To which military branch of service are you assigned?	N	Percentage
Air Force	-	-
Army	118	100.0
Navy	-	-
Have you been deployed with a SOF Unit in the past four (4) years?	N	Percentage
Yes	82	69.5
No	36	30.5
How many years of total service in SOF do you have?	N	Percentage
Less than one year	11	9.3
1-4 years	32	27.1
5-8 years	33	28.0
9-12 years	13	11.0
12-16 years	11	9.3
17-20 years	10	8.5
More than 20 years	8	6.8
How long have you been working in your current job?	N	Percentage
Less than one year	23	19.5
1-4 years	53	44.9
5-8 years	23	19.5
9-12 years	11	9.3
12-16 years	2	1.7
17-20 years	3	2.5
More than 20 years	3	2.5

Table N59: Demographics.

What is your current official or required language?	N	Percentage
Chinese-Mandarin	1	0.9
Dari	4	3.5
French	13	11.4
German	4	3.5
Indonesian	1	0.9
Korean	6	5.3
Modern Standard Arabic	24	21.1
Pashtu	1	0.9
Persian-Farsi	6	5.3
Russian	9	7.9
Serbian-Croatian	1	0.9
Spanish	31	27.2
Tagalog (Filipino)	3	2.6
Thai	6	5.3
Miscellaneous CAT III	2	1.8
Miscellaneous CAT IV	2	1.8

Table N60: Demographics.

What other languages are you proficient in besides your current official or required language?	N	Percentage
Chinese-Mandarin	4	3.1
Dari	3	2.4
French	19	15.0
German	19	15.0
Korean	2	1.6
Modern Standard Arabic	7	5.5
Pashtu	3	2.4
Persian-Farsi	3	2.4
Portuguese (Brazilian)	2	1.6
Russian	10	7.9
Serbian-Croatian	7	5.5
Spanish	25	19.7
Turkish	1	0.8
Urdu	2	1.6
Vietnamese	1	0.8
Japanese	1	0.8
Italian	3	2.4
Miscellaneous CAT I	2	1.6
Miscellaneous CAT III	9	7.1
Miscellaneous CAT IV	4	3.1

Table N61: Demographics.

How long have you been deployed in the last 12 months?	N	Percentage
Have not been deployed	42	35.6
1-2 months	13	11.0
3-4 months	5	4.2
5-6 months	8	6.8
More than 6 months	50	42.4
How many times have you been deployed on exercises or operations in your AOR? Include all deployments during your career.	N	Percentage
Have not been deployed	30	25.6
1-2 times	36	30.8
3-4 times	9	7.7
5-6 times	10	8.5
More than 6 times	32	27.4
How many times have you been deployed on exercises or operations outside of your AOR? Include all deployments during your career.	N	Percentage
Have not been deployed	28	23.7
1-2 times	56	47.5
3-4 times	15	12.7
5-6 times	6	5.1
More than 6 times	13	11.0

Table N62: Demographics.

Which operator type best describes you?	N	Percentage
SF RC	48	40.7
CA RC	46	39.0
PSYOP RC	24	20.3

Table N63: Demographics.

What is your grade?	N	Percentage
E2	1	0.9
E3	2	1.8
E4	9	7.9
E5	17	14.9
E6	24	21.1
E7	17	14.9
E8	11	9.6
E9	1	0.9
WO-02	1	0.9
WO-03	1	0.9
O-1	1	0.9
O-2	1	0.9
O-3	2	1.8
O-4	14	12.3
O-5	12	10.5

Table N64: Demographics.

Are you currently on active duty?	N	Percentage
Yes	48	40.7
No	70	59.3
Are you a member of the Reserves/National Guard?	N	Percentage
Yes	114	96.6
No	4	3.4

Appendix O: Findings for SOF Other and SOF Support

Table O1: General Language Requirements.

1. Think about the use of street dialect (e.g. blue-collar/slang) in conversation with people in the deployment location. Example: Asking for directions from or giving important instructions to the typical person you encounter while deployed.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you use this street dialect?	25	3.9	0.93	72.0	-	8.0	24.0	40.0	28.0
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is street dialect to completing SOF core tasks?	26	3.7	1.05	67.3	3.8	3.8	38.5	26.9	26.9

Table O2: General Language Requirements.

2. Think about giving commands in a direct action scenario in the deployment language. Example: "Get down!" or "Drop the weapon!"										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you give this type of command?	26	3.1	1.47	51.9	26.9	3.8	19.2	34.6	15.4
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is giving this type of command?	25	4.0	1.14	76.0	4.0	8.0	12.0	32.0	44.0

Table O3: General Language Requirements.

3. Think about the use of formal language in conversation with people in the deployment location. Example: Giving a thank you speech to local country hosts or conducting business negotiations with officials.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you use this formal language?	25	3.3	1.11	58.0	8.0	12.0	32.0	36.0	12.0
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is formal language to completing SOF core tasks?	25	3.2	1.01	56.0	4.0	20.0	32.0	36.0	8.0

Table O4: General Language Requirements.

4. Think about the use of language in building rapport with people in the deployment location. Example: The initial meeting with the local militia leader.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	26	4.2	0.83	78.8	-	3.8	15.4	42.3	38.5
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	25	4.4	0.82	85.0	-	-	20.0	20.0	60.0

Table O5: General Language Requirements.

5. Think about the use of military or technical vocabulary in conversation with people in the deployment location. Example: Training local mechanics, policemen, or soldiers.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you use military-technical vocabulary?	26	3.5	1.03	63.5	3.8	7.7	38.5	30.8	19.2
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this vocabulary to completing SOF core tasks?	24	3.8	1.15	68.8	-	16.7	29.2	16.7	37.5

Table O6: General Language Requirements.

6. Think about reading in the language of the deployment country. Examples: Identifying important documents, reading signs/graffiti, and navigation.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	25	3.7	1.14	67.0	4.0	12.0	24.0	32.0	28.0
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	25	3.8	1.03	71.0	-	8.0	36.0	20.0	36.0

Table O7: General Language Requirements.

7. Think about writing in the language of the deployment country. Example: Making written arrangements (contracts) with local officials, writing an operations order, or writing a list of supplies for a local guide to purchase.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	24	2.5	0.88	38.5	12.5	33.3	41.7	12.5	-
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	23	3.0	0.93	51.1	-	30.4	43.5	17.4	8.7

Table O8: General Language Requirements.

8. Think about listening to conversations or broadcasts in the language of the deployment country. Example: Listening to conversations at a café or a radio broadcast to determine local support for your presence.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	26	3.7	1.09	67.3	3.8	7.7	30.8	30.8	26.9
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	25	3.7	1.06	68.0	-	16.0	24.0	32.0	28.0

Table O9: General Language Requirements.

9. Which statement best describes the level of language proficiency ideal for your typical tasks and duties?	N	Percentage
None	-	-
Asking directions; reading street signs or a map; giving basic commands; using simple common courtesy phrases and questions ("tourist guide" phrases); limited knowledge of the culture.	4	15.4
Asking and responding to questions beyond the standard "tourist guide" phrases; limited conversation/dialogue; listening and understanding the typical radio/TV broadcasts or conversation; getting the gist of newspaper headlines or articles; working knowledge and understanding of the culture.	7	26.9
Extended dialogue/conversation on a variety of topics; reading important documents or the local newspaper with a good understanding; listening and understanding most conversations or broadcasts; and ability to understand culturally appropriate humor and metaphors.	10	38.5
Negotiations; persuading others with complex issues or thoughts; writing contracts or complex messages; reading very sophisticated or technical materials; complete comprehension of conversations and broadcasts; confidence in all levels of conversation; and ability to use culturally appropriate humor and metaphors.	5	19.2

Table O10: Mission-based Language Requirements.

1. What was your primary SOF core task on this deployment?	N	Percentage
Direct Action (DA)	2	8.0
Special Reconnaissance (SR)	1	4.0
Unconventional Warfare (UW)	2	8.0
Foreign Internal Defense (FID)	2	8.0
Civil Affairs Operations (CAO)	3	12.0
Psychological Operations (PSYOP)	5	20.0
Counterterrorism (CT)	3	12.0
Counterproliferation of WMD (CP)	2	8.0
Information Operations (IO)	5	20.0
2. Was this mission inside or outside your AOR?	N	Percentage
Inside AOR	12	46.2
Outside AOR	14	53.8

Table O11: Mission-based Language Requirements.

3. Which statements best describes the level of language proficiency ideal for you tasks and duties on this mission?	N	Percentage
None	-	-
Asking directions; reading street signs or a map; giving basic commands; using simple common courtesy phrases and questions ("tourist guide" phrases); limited knowledge of the culture.	5	19.2
Asking and responding to questions beyond the standard "tourist guide" phrases; limited conversation/dialogue; listening and understanding the typical radio/TV broadcasts or conversation; getting the gist of newspaper headlines or articles; working knowledge and understanding of the culture.	7	26.9
Extended dialogue/conversation on a variety of topics; reading important documents or the local newspaper with a good understanding; listening and understanding most conversations or broadcasts; and ability to understand culturally appropriate humor and metaphors.	8	30.8
Negotiations; persuading others with complex issues or thoughts; writing contracts or complex messages; reading very sophisticated or technical materials; complete comprehension of conversations and broadcasts; confidence in all levels of conversation; and ability to use culturally appropriate humor and metaphors.	6	23.1
4. Which of the following language-related tasks were required for this mission?	N	Percentage
Topic specific instruction; teaching a class on how to employ and maintain equipment, teaching tactics, explaining the role and function of staff personnel.	-	-
Establishing and building rapport and some level of trust with a political or military figure.	6	24.0
Both a and b	13	52.0
Neither a and b	6	24.0
5. How long were you deployed in this country?	N	Percentage
Less than 3 months	4	15.4
3 – 6 months	6	23.1
6 – 12 months	12	46.2
Over 12 months	4	15.4

Table O12: Mission-based Language Requirements.

How much did the mission require you to use the following in the deployment language?		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Always
6.	Military-specific language	26	2.9	1.21	47.1	11.5	34.6	15.4	30.8	7.7
7.	Formal language	26	2.7	1.00	43.3	11.5	26.9	42.3	15.4	3.8
8.	Slang/street language	26	3.4	1.10	60.6	7.7	11.5	23.1	46.1	11.5
9.	Local dialect	26	3.2	1.13	54.8	7.7	19.2	30.8	30.8	11.5
10.	Speaking skills	26	3.5	1.10	61.5	3.8	19.2	19.2	42.3	15.4
11.	Listening skills	25	3.9	0.93	72.0	-	12.0	12.0	52.0	24.0
12.	Reading skills	26	2.8	1.42	44.2	23.1	26.9	15.4	19.2	15.4
13.	Writing skills	26	2.0	1.25	26.0	46.2	23.1	19.2	3.8	7.7
14.	Job aids (Example: note cards or Kwikpoint, but not interpreters)	25	2.6	1.25	41.0	24.0	20.0	32.0	16.0	8.0
15.	Interpreters	23	3.6	1.38	64.1	8.7	17.4	17.4	21.7	34.8

Table O13: Mission-based Language Requirements.

Please rate the following on a scale of Strongly Disagree to Strongly Agree		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
16.	I was well prepared for this deployment in terms of language and cultural understanding.	26	2.9	1.45	47.1	23.1	23.1	11.5	26.9	15.4
17.	I used my language skills frequently while on this deployment.	26	3.9	1.09	73.1	3.8	7.7	15.4	38.5	34.6

Table O14: Mission-based Language Requirements.

How important do you believe language proficiency is for...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Not Important	Low Importance	Important	High Importance	Critical
18.	Building rapport/trust	26	4.2	0.80	79.8	-	-	23.1	34.6	42.3
19.	Training or teaching others	25	4.0	0.87	75.0	-	4.0	24.0	40.0	32.0
20.	Reducing need for interpreters/translators	26	3.8	1.27	70.2	3.8	15.4	19.2	19.2	42.3
21.	Logistics (i.e. saving time or convenience in getting things done)	26	3.9	1.02	73.1	-	7.7	30.8	23.1	38.5
22.	Timely identification of important documents	26	3.7	1.19	68.3	-	19.2	26.9	15.4	38.5
23.	Giving basic commands	26	3.7	1.05	67.3	-	15.4	26.9	30.8	26.9
24.	Discrete eavesdropping	25	4.0	1.02	74.0	-	12.0	16.0	36.0	36.0
25.	Increasing situational awareness	25	4.1	0.81	77.0	-	-	28.0	36.0	36.0
26.	Maintaining control in hostile confrontations	25	4.2	0.99	79.0	-	12.0	4.0	40.0	44.0
27.	Persuading people to provide sensitive information	25	4.0	1.00	75.0	-	8.0	24.0	28.0	40.0
28.	Negotiations	24	4.0	1.00	76.0	-	8.3	20.8	29.2	41.7

Table O15: Use of Interpreters.

1. Have you used an interpreter on a mission in the past four years?	N	Percentage
Yes	19	79.2
No	5	20.8

Table O16: Use of Interpreters.

Directions: Answer the following questions about your experiences with interpreters on your missions. Think about this across all of your deployments inside and outside your AOR (i.e., your unit's normal area of responsibility).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
1.	How often do you use CAT I interpreters (i.e. Local hire, indigenous personnel, not vetted; OR a US citizen, not vetted)?	19	3.8	1.12	71.1	-	10.5	36.8	10.5	42.1
2.	How often do you use CAT II/III interpreters (i.e. US citizen with a secret OR top secret clearance)?	18	2.5	1.20	37.5	22.2	33.3	22.2	16.7	5.6

Table O17: Use of Interpreters.

Directions: Answer the following questions about your experiences with interpreters on your missions. Think about this across all of your deployments inside and outside your AOR (i.e., your unit's normal area of responsibility).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3.	If I were more proficient in my current or official language, I would be less likely to rely on interpreters.	19	4.1	0.85	76.3	-	5.3	15.8	47.4	31.6
4.	In my experiences, I have observed situations where interpreters have compromised the mission outcome.	18	3.7	1.23	68.1	5.6	11.1	22.2	27.8	33.3
5.	I use interpreters only when advanced/high levels of proficiency are required.	18	3.4	1.29	59.7	5.6	27.8	11.1	33.3	22.2
6.	It would have been useful to receive training on using interpreters prior to deployment.	18	3.5	1.29	62.5	5.6	16.7	33.3	11.1	33.3
7.	Interpreters are essential for carrying out missions.	19	3.7	0.89	67.1	-	5.3	42.1	31.6	21.1
8.	I feel our unit is too dependent on interpreters.	19	4.2	1.03	80.3	-	10.5	10.5	26.3	52.6
9.	My unit frequently uses interpreters when deployed inside the normal AOR.	18	3.7	1.27	68.1	11.1	-	27.8	27.8	33.3
10.	I can be as effective on my missions without an interpreter.	19	2.8	1.34	46.1	10.5	42.1	21.1	5.3	21.1
11.	In my experience, most interpreters were trustworthy.	18	3.7	1.07	68.1	-	16.7	22.2	33.3	27.8
12.	In my experience, most interpreters were competent.	19	3.8	0.92	69.7	-	10.5	21.1	47.4	21.1

Table O18: Outside AOR Deployment.

1. Have you been deployed out of your unit's normal Area of Responsibility (AOR) in the past four years?	N	Percentage
Yes	18	69.2
No	8	30.8

Table O19: Outside AOR Deployment.

Directions: Answer these questions according to your most recent deployment outside of your unit's AOR or normal area of responsibility (e.g., GWOT mission).		
1. Which statement best describes the level of language proficiency ideal for you tasks and duties on this mission?	N	Percentage
None	1	6.3
Asking directions; reading street signs or a map; giving basic commands; using simple common courtesy phrases and questions ("tourist guide" phrases); limited knowledge of the culture.	2	12.5
Asking and responding to questions beyond the standard "tourist guide" phrases; limited conversation/dialogue; listening and understanding the typical radio/TV broadcasts or conversation; getting the gist of newspaper headlines or articles; working knowledge and understanding of the culture.	6	37.5
Extended dialogue/conversation on a variety of topics; reading important documents or the local newspaper with a good understanding; listening and understanding most conversations or broadcasts; and ability to understand culturally appropriate humor and metaphors.	6	37.5
Negotiations; persuading others with complex issues or thoughts; writing contracts or complex messages; reading very sophisticated or technical materials; complete comprehension of conversations and broadcasts; confidence in all levels of conversation; and ability to use culturally appropriate humor and metaphors.	1	6.3
2. Which of the following language-related tasks were required for this mission?	N	Percentage
Topic specific instruction; teaching a class on how to employ and maintain equipment, teaching tactics, explaining the role and function of staff personnel.	3	20.0
Establishing and building rapport and some level of trust with a political or military figure.	4	26.7
Both a and b	7	46.7
Neither a and b	1	.67

Table O20: Outside AOR Deployment.

Directions: Answer these questions according to your most recent deployment outside of your unit's AOR or normal area of responsibility (e.g., GWOT mission).		
3. How long were you deployed in this country?	N	Percentage
Less than 3 months	3	20.0
3 – 6 months	4	26.7
6 – 12 months	6	40.0
Over 12 months	2	13.3

Table O21: Outside AOR Deployment.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4.	I was able to meet the language-related requirements of this mission.	14	2.1	1.17	28.6	28.6	50.0	7.1	7.1	7.1
5.	While on this deployment, I experienced language-related issues or deficiencies.	15	4.3	0.72	83.3	-	-	13.3	40.0	46.7
6.	My proficiency in my official or required language suffered because of this deployment	11	3.3	1.19	56.8	9.1	18.2	18.2	45.5	9.1
7.	I am confident that I will be able to regain my previous proficiency in my official or required language.	9	3.9	1.05	72.2	-	11.1	22.2	33.3	33.3
8.	Prior to deployment, I was proficient in the language required.	12	2.8	1.54	43.8	25.0	33.3	-	25.0	16.7

Table O22: Outside AOR Deployment.

1. I received pre-deployment language training?	N	Percentage
Yes	5	33.3
No	10	66.7

Table O23: Use of Interpreters Outside AOR Deployment.

1. Have you used an interpreter on a mission in the past four years?	N	Percentage
Yes	12	80.0
No	3	20.0

Table O24: Use of Interpreters Outside AOR Deployment.

1. What type of interpreter was used for this mission?	N	Percentage
CAT I (i.e., Local hire indigenous personnel, not vetted; OR a US citizen not vetted)	8	80.0
CAT II / CAT III (i.e., US citizen with a secret OR top secret clearance)	2	20.0
Both CAT I and CAT II/III	-	-

Table O25: Use of Interpreters Outside AOR Deployment.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2.	Using interpreter(s) was essential for carrying out this mission.	11	4.5	0.69	86.4	-	-	9.1	36.4	54.5
3.	I could have been as effective on this mission without using interpreter(s).	11	1.9	0.70	22.7	27.3	54.5	18.2	-	-
4.	The interpreter(s) that I used on this mission was (were) trustworthy.	11	4.1	0.70	77.3	-	-	18.2	54.5	27.3
5.	The interpreter(s) that I used on this mission was (were) competent.	11	4.2	0.98	79.5	-	9.1	9.1	36.4	45.5
6.	I feel that during this mission, I was too dependent on interpreters.	11	4.4	0.67	84.1	-	-	9.1	45.5	45.5
7.	My unit frequently uses interpreters when outside the normal AOR.	9	4.6	0.53	88.9	-	-	-	44.4	55.6

Table O26: Beliefs about Proficiency.

Directions: Respond to the following items based on your skills related to your official or required language.		
1. Do you have any level of proficiency in a language other than English?	N	Percentage
Yes	25	89.3
No	3	10.7

Table O27: Beliefs about Proficiency.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
2.	I feel confident in my ability to use military terminology in the language required by my AOR assignment.	31	3.4	1.45	58.9	12.9	22.6	9.7	25.8	29.0
3.	I feel confident in my ability to satisfy minimum courtesy requirements and maintain very simple face-to-face conversations on familiar topics in the language required by my AOR assignment.	31	3.6	1.50	66.1	16.1	6.5	16.1	19.4	41.9
4.	I feel confident in my ability to participate in informal conversations on practical, social, and professional topics in the language required by my AOR assignment.	31	3.4	1.52	60.5	12.9	22.6	12.9	12.9	38.7

Table O28: Official Language Testing.

1. Have you taken the Defense Language Proficiency Test (DLPT) in the past four years?	N	Percentage
Yes	13	52.0
No	12	48.0
2. Are you currently required to take the DLPT annually?	N	Percentage
Yes	5	50.0
No	5	50.0

Table O29: Official Language Testing.

3. What is your current official or required AOR language?	N	Percentage
French	1	10.0
German	1	10.0
Modern Standard Arabic	1	10.0
Spanish	7	70.0

Table O30: Official Language Testing.

4. When was the last time that you took the DLPT in your current official or required AOR language?	N	Percentage
2004	3	27.3
2003	4	36.4
2002	2	18.2
2001	1	9.1
Prior to 2001	1	9.1
5. What is your level of proficiency in your current official or required AOR language according to your most recent DLPT score? (Listening)	N	Percentage
0	-	-
0+	-	-
1	1	10.0
1+	-	-
2	3	30.0
2+	3	30.0
3	3	30.0
6. What is your level of proficiency in your current official or required AOR language according to your most recent DLPT score? (Reading)	N	Percentage
0	-	-
0+	-	-
1	1	10.0
1+	-	-
2	-	-
2+	3	30.0
3	6	60.0

Table O31: Official Language Testing.

5. Have you ever taken an Oral Proficiency Interview (OPI)?	N	Percentage
Yes	5	45.5
No	6	54.5

Table O32: Official Language Testing.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
6.	The content of the DLPT is clearly related to what I do during deployment.	11	2.3	1.19	31.8	27.3	36.4	27.3	-	9.1
7.	My DLPT scores accurately reflect my ability to use language while on the job.	11	2.6	1.43	40.9	18.2	45.5	9.1	9.1	18.2
8.	Operators who perform well on the DLPT are more likely to successfully use language in the field.	11	3.1	1.30	52.3	9.1	27.3	27.3	18.2	18.2
9.	If my score on the DLPT is too high, my chain of command will take unfair advantage of me.	11	1.8	0.75	20.5	36.4	45.5	18.2	-	-
10.	I marked the same answer for every question on the DLPT to get it over with quickly.	9	1.3	0.50	8.3	66.7	33.3	-	-	-
11.	I have memorized the answers to the DLPT since it never changes.	10	1.7	1.25	17.5	60.0	30.0	-	-	10.0
12.	The OPI (Oral Proficiency Interview) is more related to mission performance than the DLPT.	6	3.2	1.33	54.2	16.7	-	50.0	16.7	16.7

Table O33: Foreign Language Proficiency Pay.

Directions: Please respond to the following items regarding Foreign Language Proficiency Pay (FLPP)		
1. Have you received Foreign Language Proficiency Pay (FLPP) in the past for years?	N	Percentage
Yes	13	56.5
No	10	43.5
2. Do you currently receive Foreign Language Proficiency Pay (FLPP)?	N	Percentage
Yes	2	9.1
No	20	90.9

Table O34: Foreign Language Proficiency Pay.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3.	FLPP motivates me to acquire new language skills during personal time.	18	4.1	1.06	76.4	-	16.7	-	44.4	38.9
4.	FLPP motivates me to maintain my current level of language skills during personal time.	18	4.1	0.96	77.8	-	11.1	5.6	44.4	38.9
5.	Procedures for allocating FLPP are fair.	17	3.4	1.42	60.3	11.8	17.6	17.6	23.5	29.4
6.	Procedures for receiving FLPP are straight-forward and simple.	18	3.4	1.33	59.7	11.1	16.7	16.7	33.3	22.2
7.	I believe the amount of my FLPP reflects the effort that I have put into learning or maintaining a language.	14	3.4	1.60	60.7	14.3	21.4	14.3	7.1	42.9

Table O35: Foreign Language Proficiency Pay.

8. FLPP would be more motivating if....	N	Percentage
The amounts were increased (e.g. more money).	12	34.3
It was paid for lower proficiency levels.	6	17.1
It was paid once per year as a bonus.	4	11.4
We could get FLPP for speaking proficiency.	8	22.9
The Unit would provide more resources for language training.	16	45.7
The Unit would provide more time for language training.	10	28.6
I had been trained to a higher level during initial acquisition.	7	20.0

Table O36: Language Training.

1. Indicate the military-provided training for your current, official, or required language that you have received in the PAST FOUR YEARS?	N	Percentage
Initial Acquisition Training	1	3.8
Sustainment/Enhancement Training	5	19.2
Both of the above	1	3.8
Neither of the above	19	73.1
2. Have you participated in military-provided immersion training?	N	Percentage
Yes	3	12.0
No	22	88.0
3. Have you EVER received language training paid for and/or sponsored by the military or government?	N	Percentage
Yes	9	37.5
No	15	62.5

Table O37: Initial Acquisition Language Training.

Directions: Answer the following questions about your initial acquisition language training in your official or required language.		
1. What was the source of your initial acquisition language training?	N	Percentage
DLI (at Monterey, California)	1	50.0
USAJFKSWCS	1	50.0
Unit/Command Language Program (CLP)	-	-
DLI (at Washington, DC)	-	-
2. What was the instructional mode of your initial acquisition language training?	N	Percentage
Classroom	1	50.0
Classroom followed by immersion	-	-
DL (i.e., distance/distributive learning)	1	50.0

Table O38: Initial Acquisition Language Training.

Answer the following about your instructor(s)...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3.	My instructor was effective in preparing me to use my language skills.	2	4.5	0.71	87.5	-	-	-	50.0	50.0
4.	It was clear that the instructor incorporated SOF considerations in his/her teaching objectives (e.g. mission language requirements)	2	2.5	0.71	37.5	-	50.0	50.0	-	-
5.	My instructor utilized current examples from TV, movies, radio, magazines, and newspapers to teach the language.	2	4.0	0.00	75.0	-	-	-	100.0	-
6.	My instructor was knowledgeable about how the language is currently used.	2	4.0	0.00	75.0	-	-	-	100.0	-
7.	The instructor encouraged students to speak in the target language.	2	4.5	0.71	87.5	-	-	-	50.0	50.0

Table O39: Initial Acquisition Language Training.

Answer the following about the curriculum...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
8.	The primary emphasis of the curriculum was on the formal language.	2	4.0	0.00	75.0	-	-	-	100.0	-
9.	The curriculum included slang and/or street language.	2	2.0	0.00	25.0	-	100.0	-	-	-
10.	The materials used in training were free from error.	2	4.0	0.00	75.0	-	-	-	100.0	-
11.	The curriculum included instruction and practice in all four skill modalities (i.e. reading, writing, speaking, and listening).	2	4.0	0.00	75.0	-	-	-	100.0	-
12.	The curriculum covered the vocabulary necessary for my job and missions.	2	2.0	0.00	25.0	-	100.0	-	-	-
13.	The curriculum was pre-packaged and not customized to SOF.	2	4.0	0.00	75.0	-	-	-	100.0	-
14.	The course would have been more effective if we had covered less content in more detail.	2	3.5	0.71	62.5	-	-	50.0	50.0	-

Table O40: Sustainment/Enhancement Language Training.

Directions: Answer the following questions about your sustainment/enhancement language training in your official or required language.		
1. What was the source of your sustainment/enhancement language training?	N	Percentage
DLI (at Monterey, California)	-	-
Unit/Command Language Program (CLP)	3	75.0
DLI (at Washington, DC)	-	-
Self-Study	-	-
Other	1	25.0
2. What was the instructional mode of your sustainment/enhancement language training?	N	Percentage
Language Lab	2	40.0
Distance Learning (DL)	-	-
College classes	-	-
Immersion	-	-
Classroom (DLI/Unit)	1	20.0
Language days/activities	1	20.0
Tutoring	1	20.0
3. Did you have an instructor for your sustainment/enhancement language training?	N	Percentage
Yes	3	60.0
No	2	40.0

Table O41: Sustainment/Enhancement Language Training.

Answer the following about your instructor(s)...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4.	My instructor was effective in preparing me to use my language skills.	3	4.3	0.58	83.3	-	-	-	66.7	33.3
5.	It was clear that the instructor incorporated SOF considerations in his/her teaching objectives (e.g. mission language requirements).	2	3.5	0.71	62.5	-	-	50.0	50.0	-
6.	My instructor utilized current examples from TV, movies, radio, magazines, and newspapers to teach the language.	3	4.3	0.58	83.3	-	-	-	66.7	33.3
7.	My instructor was knowledgeable about how the language is currently used.	3	4.7	0.58	91.7	-	-	-	33.3	66.7
8.	The instructor encouraged students to speak in the target language.	3	4.3	1.15	83.3	-	-	33.3	-	66.7

Table O42: Sustainment/Enhancement Language Training.

Answer the following about the curriculum...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
9.	The primary emphasis of the curriculum was on the formal language.	5	3.4	1.34	60.0	-	40.0	-	40.0	20.0
10.	The curriculum included slang and/or street language.	5	3.2	1.10	55.0	-	40.0	-	60.0	-
11.	The materials used in training were free from error.	4	3.8	1.26	68.8	-	25.0	-	50.0	25.0
12.	The curriculum included instruction and practice in all four skill modalities (i.e. reading, writing, speaking, and listening).	5	3.0	1.00	50.0	-	40.0	20.0	40.0	-
13.	The curriculum covered the vocabulary necessary for my job and missions.	4	3.5	1.00	62.5	-	25.0	-	75.0	-
14.	The curriculum was pre-packaged and not customized to SOF.	4	3.5	1.00	62.5	-	25.0	-	75.0	-
15.	The course would have been more effective if we had covered less content in more detail.	4	3.8	1.26	68.8	-	25.0	-	50.0	25.0

Table O43: Immersion Training.

Directions: When answering these questions, think about the most recent immersion training that you have had.		
1. How many weeks was your immersion training?	N	Percentage
0-2 weeks	2	66.7
3-4 weeks	1	33.3
3. What kind of immersion training was it?	N	Percentage
Iso-immersion (i.e., CONUS)	-	-
Immersion training (i.e., OCONUS)	3	100.0

Table O44: Immersion Training.

4. What language were you studying during immersion training?	N	Percentage
Spanish	3	100.0

Table O45: Immersion Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
5.	My language proficiency improved as a result of immersion training.	3	5.0	0.00	100.0	-	-	-	-	100.0
6.	I would have benefited more from immersion training if my initial proficiency was higher.	2	4.0	1.41	75.0	-	-	50.0	-	50.0
7.	Immersion training is the most effective way to acquire language skills.	3	4.7	0.58	91.7	-	-	-	33.3	66.7
8.	I think that OCONUS immersion training is a boondoggle.	3	1.0	0.00	0.0	100.0	-	-	-	-

Table O46: Training Effectiveness on Deployment.

Directions: answer the following questions related to your most recent training experience in which you were deployed in that language after training (i.e. took a course and deployed)		
1. Please indicate your most recent training experience in which you were deployed in that language after training:	N	Percentage
Initial acquisition language training	2	18.2
Sustainment/enhancement training in official or required AOR language	4	36.4
Pre-deployment training in language outside AOR (e.g., GWOT language)	5	45.5

Table O47: Training Effectiveness on Deployment.

Directions: Answer the following questions related to your most recent training experience in which you were deployed in that language after training (i.e. took a course and deployed).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2.	The language training I received prepared me for situations that I commonly encountered while deployed or on the mission.	10	3.2	0.92	55.0	-	30.0	20.0	50.0	-
3.	As a result of language training, I had no problem(s) speaking with local people, asking directions, giving commands, and reserving lodging.	10	3.0	1.33	50.0	20.0	10.0	30.0	30.0	10.0
4.	As a result of language training, I had no problem(s) building rapport/trust with local people.	10	3.4	0.97	60.0	-	20.0	30.0	40.0	10.0
5.	As a result of language training, I had no problem (s) reading street signs, warning markers, graffiti, important documents, and news.	10	3.4	1.17	60.0	10.0	10.0	20.0	50.0	10.0
6.	As a result of language training, I had no problem(s) listening to local people, answering their questions, and following local news programs.	10	2.9	1.45	47.5	20.0	20.0	30.0	10.0	20.0
7.	While deployed, I encountered situations where I felt that more substantial language training should have been required.	10	4.4	0.52	85.0	-	-	-	60.0	40.0

Table O48: Training Effectiveness on Deployment.

Directions: Answer the following questions related to your most recent training experience in which you were deployed in that language after training (i.e. took a course and deployed).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
8.	I was taught in the most up-to-date form of the language (i.e. how the language is currently used).	11	3.5	1.04	61.4	-	18.2	36.4	27.3	18.2
9.	While deployed, I found that I received incorrect information during language training.	9	3.1	1.54	52.8	22.2	11.1	22.2	22.2	22.2

Table O49: General Attitudes toward Language Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I believe that official language training is essential for success on the job.	25	3.9	1.47	73.0	16.0	-	12.0	20.0	52.0
2.	I do not believe the official language training focuses on the language skills and mission situations important to SOF.	21	2.7	1.20	41.7	23.8	14.3	38.1	19.0	4.8
3.	I would sacrifice some of the training allocated to my SOF skills training (e.g. weapons training) to shift to language proficiency.	19	3.5	1.17	63.2	10.5	5.3	21.1	47.4	15.8
4.	I do not put much effort into language training.	23	2.2	1.03	29.3	21.7	56.5	8.7	8.7	4.3
5.	I want to succeed in language training so that I will do well on missions.	21	4.8	0.40	95.2	-	-	-	19.0	81.0
6.	I am motivated to succeed in language training because I want to receive FLPP.	22	3.5	1.50	63.6	18.2	4.5	18.2	22.7	36.4
7.	I am motivated to succeed in language training because I am accountable to my team for my language abilities.	20	4.6	1.00	88.8	5.0	-	5.0	15.0	75.0
8.	I would be more motivated to perform well in language training if it was a criteria for promotions or would be used in future decisions about my job.	22	3.5	1.47	61.4	13.6	13.6	22.7	13.6	36.4
9.	Language training will make a good addition to my resume.	22	4.5	0.74	86.4	-	-	13.6	27.3	59.1
10.	My chain of command cares about my language proficiency.	18	2.9	1.35	48.6	16.7	22.2	27.8	16.7	16.7

Table O50: Attitudes toward Immersion Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
11.	I am often pulled out of language training for non-critical details.	11	3.7	1.10	68.2	9.1	-	18.2	54.5	18.2
12.	My chain of command will make the sacrifices necessary to ensure that I sustain my language proficiency.	15	2.4	1.06	35.0	20.0	33.3	40.0	-	6.7
13.	Maintaining proficiency in my core SOF skills does not leave time for maintaining appropriate language proficiency.	13	2.5	1.20	38.5	23.1	23.1	38.5	7.7	7.7
14.	With the current OPTEMPO, sustainment/enhancement training in my official language is impossible.	16	2.9	1.39	48.4	25.0	6.3	31.3	25.0	12.5
15.	I would put more effort into language training if the resources were more accessible.	22	4.2	1.10	79.5	4.5	-	22.7	18.2	54.5
16.	Selection for OCONUS immersion training is fair.	13	2.5	1.13	36.5	23.1	23.1	46.2	-	7.7
18.	OCONUS immersion training should occur regularly as part of sustainment/enhancement training.	18	4.3	0.83	81.9	-	-	22.2	27.8	50.0
19.	OCONUS immersion training is used (viewed) as a motivating reward rather than for skill enhancement.	17	3.5	1.28	61.8	11.8	5.9	29.4	29.4	23.5
20.	My command thinks that OCONUS immersion training is a boondoggle.	15	3.5	1.19	61.7	6.7	6.7	46.7	13.3	26.7
21.	CONUS iso-immersion is equally as effective as OCONUS immersion.	18	2.6	1.29	38.9	22.2	33.3	22.2	11.1	11.1

Table O51: Technology-Delivered Training.

Directions: Answer the following questions regarding your opinions and experiences with technology.		
1. Have you ever used technology-delivered training (Examples: Computer based training, video teleconferencing, distance/distributive learning, self-paced language learning software, etc.)?	N	Percentage
Yes	6	85.7
No	1	14.3

Table O52: Technology-Delivered Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2.	I believe that classroom training is more useful than technology-delivered training (TDT) for the initial acquisition of a language.	6	4.3	0.52	83.3	-	-	-	66.7	33.3
3.	I would be likely to use TDT options if they were available.	6	3.8	1.17	70.8	-	16.7	16.7	33.3	33.3
4.	I believe that TDT means that I will be completing training on my own time/ at home (e.g. not duty time).	7	2.9	1.21	46.4	14.3	28.6	14.3	42.9	-
5.	I believe that TDT is used most effectively when supplementing classroom instruction.	7	4.3	1.25	82.1	-	14.3	14.3	-	71.4
6.	I would be more likely to use TDT if it was scheduled (i.e., on duty time) versus when it is on my own time (i.e., not duty time).	6	4.3	0.52	83.3	-	-	-	66.7	33.3
7.	I believe that TDT is an effective way to learn language skills.	7	3.0	0.58	50.0	-	14.3	71.4	14.3	-
8.	I believe that TDT is an effective way to sustain/enhance my language skills.	7	3.7	0.95	67.9	-	14.3	14.3	57.1	14.3
9.	I believe that TDT is only effective when trainees are motivated.	7	4.3	1.11	82.1	-	14.3	-	28.6	57.1
10.	I have heard of the SOFTS (Special Operations Forces Training System) program where SOF personnel can take a class with a live instructor over the internet using PC-based tele-conferencing.	5	2.0	1.73	25.0	60.0	20.0	-	-	20.0
11.	I would participate in SOFTS if I had the opportunity.	6	4.5	0.84	87.5	-	-	16.7	16.7	66.7

Table O53: Technology-Delivered Training.

I am more likely to use TDT rather than face-to-face (i.e. classroom) instruction because TDT...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
12.	Provides the convenience of working at home.	7	3.1	1.21	53.6	-	42.9	14.3	28.6	14.3
13.	Allows you to complete training at your own pace.	7	3.9	0.69	71.4	-	-	28.6	57.1	14.3
14.	Reduces external pressures such as live instructors or peers.	7	3.0	0.82	50.0	-	28.6	42.9	28.6	-

Table O54: Technology-Delivered Training.

Directions: Answer the following questions regarding your opinions and experiences with technology.		
15. Have you ever used machine language translation (MLT) devices (Example: Phraselator or Voice Response Translator (VRT))?	N	Percentage
Yes	2	5.7
No	5	14.3
16. Have you ever used the Phraselator?	N	Percentage
Yes	1	14.3
No	6	85.7
17. Have you ever used the VRT?	N	Percentage
Yes	-	-
No	7	100.0
18. Have you ever used S-Minds?	N	Percentage
Yes	-	-
No	7	100.0

Table O55: Technology-Delivered Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
19.	I believe that MLT is an effective way to communicate.	4	2.5	1.29	37.5	25.0	25.0	25.0	25.0	-
20.	I believe that MLT is effective for the SOF core tasks I conduct that require language capability.	3	2.3	0.58	33.3	-	66.7	33.3	-	-
21.	I believe that MLT shows promise for the future.	4	3.0	0.82	50.0	-	25.0	50.0	25.0	-
22.	I believe that MLT cannot replace language trained operators.	5	4.6	0.55	90.0	-	-	-	40.0	60.0

Table O56: Organizational Climate and Support.

Directions: Answer the following questions regarding organizational climate and support.							
Rate your command on how well it does on each of the following:		N	Percentage (%) of Responses				
			A (Excellent)	B (Above Average)	C (Average)	D (Below Average)	F (Fail)
1.	Allocating duty hours/weeks to language training or language practice.	18	11.1	16.7	38.9	11.1	22.2
2.	Encouraging the use of your language during non-language training.	19	10.5	5.3	31.6	21.1	31.6
3.	Placing command emphasis on language proficiency.	18	5.6	22.2	38.9	11.1	22.2
4.	Providing support to help you acquire and maintain enough proficiency to qualify for FLPP.	19	5.3	15.8	31.6	15.8	31.6
5.	Providing recognition and awards related to language.	19	5.3	5.3	26.3	21.1	42.1
6.	Providing language learning materials.	19	5.3	10.5	42.1	10.5	31.6
7.	Ensuring quality language instruction is available.	19	5.3	26.3	21.1	15.8	31.6
8.	Ensuring pre-deployment training is available.	17	11.8	5.9	41.2	11.8	29.4
9.	Placing command emphasis on taking the DLPT on time.	19	10.5	21.1	31.6	10.5	26.3
10.	Finding ways to increase time for language training.	19	5.3	5.3	47.4	15.8	26.3
11.	Ensuring that personnel in language training are not pulled for non-critical details.	19	5.3	5.3	52.6	15.8	21.1

Table O57: Language and Attrition.

Directions: Answer the following questions regarding language and its relation to attrition.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I intend to leave SOF if I am unable to get the language training I need.	13	2.0	1.22	25.0	46.2	23.1	23.1	-	7.7
2.	I have considered leaving SOF to pursue a job in the civilian world where my language skills will be highly compensated.	14	2.9	1.73	48.2	35.7	7.1	14.3	14.3	28.6
3.	My decision to re-enlist in SOF is based in part on issues relating to language proficiency and language training.	9	2.4	1.67	36.1	44.4	11.1	22.2	-	22.2
4.	I intend to leave SOF if language requirements are increased.	13	2.0	1.29	25.0	53.8	7.7	30.8	-	7.7
5.	I am likely to re-enlist in SOF.	9	3.9	1.36	72.2	11.1	-	22.2	22.2	44.4

Table O58: Demographics.

To which military branch of service are you assigned?	N	Percentage
Air Force	-	-
Army	35	100.0
Navy	-	-
Have you been deployed with a SOF Unit in the past four (4) years?	N	Percentage
Yes	26	74.3
No	9	25.7
How many years of total service in SOF do you have?	N	Percentage
Less than one year	4	22.2
1-4 years	9	50.0
5-8 years	-	-
9-12 years	3	16.7
12-16 years	-	-
17-20 years	1	5.6
More than 20 years	1	5.6
How long have you been working in your current job?	N	Percentage
Less than one year	5	23.8
1-4 years	11	52.4
5-8 years	2	9.5
9-12 years	1	4.8
12-16 years	-	-
17-20 years	-	-
More than 20 years	2	9.5

Table O59: Demographics.

What is your current official or required language?	N	Percentage
French	2	12.5
German	3	18.8
Indonesian	1	6.3
Modern Standard Arabic	1	6.3
Spanish	7	43.8
Turkish	1	6.3
Italian	1	6.3

Table O60: Demographics.

What other languages are you proficient in besides your current official or required language?	N	Percentage
French	1	6.7
German	1	6.7
Korean	2	13.3
Modern Standard Arabic	2	13.3
Portuguese (Brazilian)	1	6.7
Serbian-Croatian	2	13.3
Spanish	4	26.7
Turkish	1	6.7
Japanese	1	6.7

Table O61: Demographics.

How long have you been deployed in the last 12 months?	N	Percentage
Have not been deployed	11	52.4
1-2 months	-	-
3-4 months	1	4.8
5-6 months	3	14.3
More than 6 months	6	28.6
How many times have you been deployed on exercises or operations in your AOR? Include all deployments during your career.	N	Percentage
Have not been deployed	4	19.0
1-2 times	5	23.8
3-4 times	4	19.0
5-6 times	2	9.5
More than 6 times	6	28.6
How many times have you been deployed on exercises or operations outside of your AOR? Include all deployments during your career.	N	Percentage
Have not been deployed	7	33.3
1-2 times	7	33.3
3-4 times	3	14.3
5-6 times	-	-
More than 6 times	4	19.0

Table O62: Demographics.

Which operator type best describes you?	N	Percentage
Other SOF	26	74.3
SOF support	9	25.7

Table O63: Demographics.

What is your grade?	N	Percentage
E4	3	14.3
E5	3	14.3
E6	3	14.3
E7	2	9.5
WO-02	2	9.5
O-1	3	14.3
O-3	3	14.3
O-4	1	4.8
O-5	1	4.8

Table O64: Demographics.

Are you currently on active duty?	N	Percentage
Yes	25	75.8
No	8	24.2
Are you a member of the Reserves/National Guard?	N	Percentage
Yes	16	48.5
No	17	51.5

Appendix P: MI Soldier Assigned to SOF Unit²⁹¹

²⁹¹ This group includes individuals who indicated MI soldier assigned to a SOF unit as their SOF personnel type.

Table P1: General Language Requirements.

1. Think about the use of street dialect (e.g. blue-collar/slang) in conversation with people in the deployment location. Example: Asking for directions from or giving important instructions to the typical person you encounter while deployed.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you use this street dialect?	36	3.7	1.22	68.0	5.6	11.1	25.0	25.0	33.3
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is street dialect to completing SOF core tasks?	37	3.8	0.96	64.6	-	2.7	45.9	16.2	35.1

Table P2: General Language Requirements.

2. Think about giving commands in a direct action scenario in the deployment language. Example: "Get down!" or "Drop the weapon!"										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you give this type of command?	38	2.7	1.18	56.1	18.4	23.7	28.9	23.7	5.3
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is giving this type of command?	38	4.0	0.91	76.1	-	-	42.1	18.4	39.5

Table P3: General Language Requirements.

3. Think about the use of formal language in conversation with people in the deployment location. Example: Giving a thank you speech to local country hosts or conducting business negotiations with officials.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you use this formal language?	37	3.2	1.26	56.6	10.8	18.9	21.6	32.4	16.2
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is formal language to completing SOF core tasks?	37	3.4	1.03	62.7	2.7	13.5	48.6	16.2	18.9

Table P4: General Language Requirements.

4. Think about the use of language in building rapport with people in the deployment location. Example: The initial meeting with the local militia leader.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	36	4.1	1.01	79.4	5.6	-	11.1	44.4	38.9
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	36	4.4	0.73	84.0	-	-	13.9	27.8	58.3

Table P5: General Language Requirements.

5. Think about the use of military or technical vocabulary in conversation with people in the deployment location. Example: Training local mechanics, policemen, or soldiers.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you use military-technical vocabulary?	38	3.6	1.10	62.9	7.9	5.3	23.7	44.7	18.4
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this vocabulary to completing SOF core tasks?	38	3.9	0.92	67.4	-	7.9	23.7	39.5	28.9

Table P6: General Language Requirements.

6. Think about reading in the language of the deployment country. Examples: Identifying important documents, reading signs/graffiti, and navigation.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	38	4.0	0.96	74.8	2.6	-	28.9	31.6	36.8
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	38	4.2	0.90	75.4	-	5.3	15.8	34.2	44.7

Table P7: General Language Requirements.

7. Think about writing in the language of the deployment country. Example: Making written arrangements (contracts) with local officials, writing an operations order, or writing a list of supplies for a local guide to purchase.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	36	2.8	1.02	45.4	11.1	27.8	41.7	13.9	5.6
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	37	3.0	1.01	50.7	2.7	32.4	32.4	24.3	8.1

Table P8: General Language Requirements.

8. Think about listening to conversations or broadcasts in the language of the deployment country. Example: Listening to conversations at a café or a radio broadcast to determine local support for your presence.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	38	4.1	1.06	72.6	2.6	5.3	18.4	26.3	47.4
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	38	4.1	1.08	72.2	-	13.2	13.2	26.3	47.4

Table P9: General Language Requirements.

9. Which statement best describes the level of language proficiency ideal for your typical tasks and duties?	N	Percentage
None	0	-
Asking directions; reading street signs or a map; giving basic commands; using simple common courtesy phrases and questions ("tourist guide" phrases); limited knowledge of the culture.	1	2.6
Asking and responding to questions beyond the standard "tourist guide" phrases; limited conversation/dialogue; listening and understanding the typical radio/TV broadcasts or conversation; getting the gist of newspaper headlines or articles; working knowledge and understanding of the culture.	6	15.8
Extended dialogue/conversation on a variety of topics; reading important documents or the local newspaper with a good understanding; listening and understanding most conversations or broadcasts; and ability to understand culturally appropriate humor and metaphors.	14	36.8
Negotiations; persuading others with complex issues or thoughts; writing contracts or complex messages; reading very sophisticated or technical materials; complete comprehension of conversations and broadcasts; confidence in all levels of conversation; and ability to use culturally appropriate humor and metaphors.	17	44.7

Table P10: Mission-based Language Requirements.

1. What was your primary SOF core task on this deployment?	N	Percentage
Direct Action (DA)	3	7.9
Special Reconnaissance (SR)	7	18.4
Unconventional Warfare (UW)	2	5.3
Foreign Internal Defense (FID)	6	15.8
Civil Affairs Operations (CAO)	2	5.3
Psychological Operations (PSYOP)	2	5.
Counterterrorism (CT)	3	7.9
Counterproliferation of WMD (CP)	0	-
Information Operations (IO)	3	7.9
Force Protection	1	2.6
Misc. Intelligence	7	18.7
Other	2	5.3
2. Was this mission inside or outside your AOR?	N	Percentage
Inside AOR	24	63.2
Outside AOR	14	36.8

Table P11: Mission-based Language Requirements.

3. Which statements best describes the level of language proficiency ideal for you tasks and duties on this mission?	N	Percentage
None	2	5.3
Asking directions; reading street signs or a map; giving basic commands; using simple common courtesy phrases and questions ("tourist guide" phrases); limited knowledge of the culture.	-	-
Asking and responding to questions beyond the standard "tourist guide" phrases; limited conversation/dialogue; listening and understanding the typical radio/TV broadcasts or conversation; getting the gist of newspaper headlines or articles; working knowledge and understanding of the culture.	6	15.8
Extended dialogue/conversation on a variety of topics; reading important documents or the local newspaper with a good understanding; listening and understanding most conversations or broadcasts; and ability to understand culturally appropriate humor and metaphors.	17	44.7
Negotiations; persuading others with complex issues or thoughts; writing contracts or complex messages; reading very sophisticated or technical materials; complete comprehension of conversations and broadcasts; confidence in all levels of conversation; and ability to use culturally appropriate humor and metaphors.	13	34.2
4. Which of the following language-related tasks were required for this mission?	N	Percentage
Topic specific instruction; teaching a class on how to employ and maintain equipment, teaching tactics, explaining the role and function of staff personnel.	1	2.6
Establishing and building rapport and some level of trust with a political or military figure.	12	31.6
Both a and b	17	44.7
Neither a and b	8	21.1
5. How long were you deployed in this country?	N	Percentage
Less than 3 months	8	21.1
3 – 6 months	10	26.3
6 – 12 months	15	39.5
Over 12 months	5	13.2

Table P12: Mission-based Language Requirements.

How much did the mission require you to use the following in the deployment language?		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Always
6.	Military-specific language	34	3.3	1.05	51.9	5.9	17.6	29.4	38.2	8.8
7.	Formal language	34	3.1	1.07	46.9	5.9	23.5	41.2	17.6	11.8
8.	Slang/street language	33	3.8	1.00	62.0	6.1	3.0	18.2	54.5	18.2
9.	Local dialect	33	3.5	1.20	60.6	12.1	3.0	30.3	36.4	18.2
10.	Speaking skills	34	3.9	1.15	69.6	5.9	5.9	14.7	35.3	38.2
11.	Listening skills	34	4.4	1.13	74.8	5.9	2.9	5.9	17.6	67.6
12.	Reading skills	33	3.5	1.09	48.4	6.1	12.1	24.2	42.4	15.2
13.	Writing skills	34	2.4	0.99	31.8	17.6	35.3	35.3	8.8	2.9
14.	Job aids (Example: note cards or Kwikpoint, but not interpreters)	31	2.3	1.05	33.8	22.6	38.7	25.8	9.7	3.2
15.	Interpreters	35	3.3	1.58	67.5	25.7	2.9	20.0	20.0	31.4

Table P13: Mission-based Language Requirements.

Please rate the following on a scale of Strongly Disagree to Strongly Agree		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
16.	I was well prepared for this deployment in terms of language and cultural understanding.	36	3.1	1.58	44.0	25.0	13.9	13.9	19.4	27.8
17.	I used my language skills frequently while on this deployment.	35	3.7	1.62	66.3	20.0	5.7	5.7	17.1	51.4

Table P14: Mission-based Language Requirements.

How important do you believe language proficiency is for...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Not Important	Low Importance	Important	High Importance	Critical
18.	Building rapport/trust	38	4.4	0.68	84.3	-	-	10.5	36.8	52.6
19.	Training or teaching others	38	4.0	0.91	73.0	-	10.5	10.5	50.0	28.9
20.	Reducing need for interpreters/translators	36	4.0	1.04	73.6	-	5.6	19.4	33.3	38.9
21.	Logistics (i.e. saving time or convenience in getting things done)	38	3.5	0.92	66.0	-	13.2	36.8	34.2	15.8
22.	Timely identification of important documents	38	4.0	1.01	70.1	-	7.9	26.3	23.7	42.1
23.	Giving basic commands	38	3.6	0.97	72.7	-	10.5	39.5	26.3	23.7
24.	Discrete eavesdropping	38	4.3	0.93	74.8	-	7.9	7.9	31.6	52.6
25.	Increasing situational awareness	38	4.3	0.83	80.5	-	-	23.7	26.3	50.0
26.	Maintaining control in hostile confrontations	38	4.1	0.98	77.4	-	7.9	21.1	28.9	42.1
27.	Persuading people to provide sensitive information	38	4.4	0.91	75.6	2.6	-	13.2	26.3	57.9
28.	Negotiations	37	4.1	0.89	75.7	-	5.4	16.2	37.8	40.5

Table P15: Use of Interpreters.

1. Have you used an interpreter on a mission in the past four years?	N	Percentage
Yes	28	73.7
No	10	26.3

Table P16: Use of Interpreters.

Directions: Answer the following questions about your experiences with interpreters on your missions. Think about this across all of your deployments inside and outside your AOR (i.e., your unit's normal area of responsibility).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
1.	How often do you use CAT I interpreters (i.e. Local hire, indigenous personnel, not vetted; OR a US citizen, not vetted)?	28	3.3	1.35	74.2	14.3	14.3	25.0	25.0	21.4
2.	How often do you use CAT II/III interpreters (i.e. US citizen with a secret OR top secret clearance)?	28	3.5	1.20	50.8	3.6	17.9	28.6	21.4	28.6

Table P17: Use of Interpreters.

Directions: Answer the following questions about your experiences with interpreters on your missions. Think about this across all of your deployments inside and outside your AOR (i.e., your unit's normal area of responsibility).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3.	If I were more proficient in my current or official language, I would be less likely to rely on interpreters.	26	3.9	1.26	75.9	7.7	7.7	11.5	30.8	42.3
4.	In my experiences, I have observed situations where interpreters have compromised the mission outcome.	28	3.6	0.92	63.9	-	10.7	39.3	32.1	17.9
5.	I use interpreters only when advanced/high levels of proficiency are required.	27	2.9	1.28	43.2	14.8	25.9	29.6	14.8	14.8
6.	It would have been useful to receive training on using interpreters prior to deployment.	27	3.6	0.89	64.2	-	14.8	22.2	51.9	11.1
7.	Interpreters are essential for carrying out missions.	28	3.7	0.98	71.8	-	10.7	35.7	28.6	25.0
8.	I feel our unit is too dependent on interpreters.	28	3.8	1.19	72.4	3.6	14.3	14.3	32.1	35.7
9.	My unit frequently uses interpreters when deployed inside the normal AOR.	27	3.7	1.04	70.4	-	18.5	18.5	40.7	22.2
10.	I can be as effective on my missions without an interpreter.	27	2.6	1.31	31.9	18.5	37.0	22.2	7.4	14.8
11.	In my experience, most interpreters were trustworthy.	28	3.1	0.99	58.5	3.6	25.0	35.7	28.6	7.1
12.	In my experience, most interpreters were competent.	28	3.4	0.96	62.9	3.6	14.3	28.6	46.4	7.1

Table P18: Outside AOR Deployment.

1. Have you been deployed out of your unit's normal Area of Responsibility (AOR) in the past four years?	N	Percentage
Yes	23	60.5
No	15	39.5

Table P19: Outside AOR Deployment.

Directions: Answer these questions according to your most recent deployment outside of your unit's AOR or normal area of responsibility (e.g., GWOT mission).		
1. Which statement best describes the level of language proficiency ideal for you tasks and duties on this mission?	N	Percentage
None	4	17.4
Asking directions; reading street signs or a map; giving basic commands; using simple common courtesy phrases and questions ("tourist guide" phrases); limited knowledge of the culture.	-	-
Asking and responding to questions beyond the standard "tourist guide" phrases; limited conversation/dialogue; listening and understanding the typical radio/TV broadcasts or conversation; getting the gist of newspaper headlines or articles; working knowledge and understanding of the culture.	6	26.1
Extended dialogue/conversation on a variety of topics; reading important documents or the local newspaper with a good understanding; listening and understanding most conversations or broadcasts; and ability to understand culturally appropriate humor and metaphors.	5	21.7
Negotiations; persuading others with complex issues or thoughts; writing contracts or complex messages; reading very sophisticated or technical materials; complete comprehension of conversations and broadcasts; confidence in all levels of conversation; and ability to use culturally appropriate humor and metaphors.	8	34.8
2. Which of the following language-related tasks were required for this mission?	N	Percentage
Topic specific instruction; teaching a class on how to employ and maintain equipment, teaching tactics, explaining the role and function of staff personnel.	-	-
Establishing and building rapport and some level of trust with a political or military figure.	8	34.8
Both a and b	11	47.8
Neither a and b	4	17.4

Table P20: Outside AOR Deployment.

Directions: Answer these questions according to your most recent deployment outside of your unit's AOR or normal area of responsibility (e.g., GWOT mission).		
3. How long were you deployed in this country?	N	Percentage
Less than 3 months	5	21.7
3 – 6 months	9	39.1
6 – 12 months	7	30.4
Over 12 months	2	8.7

Table P21: Outside AOR Deployment.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4.	I was able to meet the language-related requirements of this mission.	20	2.0	1.45	29.1	60.0	10.0	10.0	10.0	10.0
5.	While on this deployment, I experienced language-related issues or deficiencies.	22	3.7	1.52	78.0	18.2	4.5	4.5	31.8	40.9
6.	My proficiency in my official or required language suffered because of this deployment.	22	3.5	1.47	59.1	18.2	4.5	13.6	31.8	31.8
7.	I am confident that I will be able to regain my previous proficiency in my official or required language.	22	3.6	1.18	68.9	4.5	13.6	22.7	31.8	27.3
8.	Prior to deployment, I was proficient in the language required.	21	3.1	1.49	48.5	23.8	9.5	14.3	33.3	19.0

Table P22: Outside AOR Deployment.

1. I received pre-deployment language training?	N	Percentage
Yes	3	13.0
No	20	87.0

Table P23: Use of Interpreters Outside AOR Deployment.

1. Have you used an interpreter on a mission in the past four years?	N	Percentage
Yes	20	87.0
No	3	13.0

Table P24: Use of Interpreters Outside AOR Deployment.

1. What type of interpreter was used for this mission?	N	Percentage
CAT I (i.e., Local hire indigenous personnel, not vetted; OR a US citizen not vetted)	4	20.0
CAT II / CAT III (i.e., US citizen with a secret OR top secret clearance)	12	60.0
Both CAT I and CAT II interpreters	4	20.0

Table P25: Use of Interpreters Outside AOR Deployment.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2.	Using interpreter(s) was essential for carrying out this mission.	19	4.6	0.50	87.8	-	-	-	36.8	63.2
3.	I could have been as effective on this mission without using interpreter(s).	18	1.9	1.18	20.5	50.0	27.8	11.1	5.6	5.6
4.	The interpreter(s) that I used on this mission was (were) trustworthy.	19	3.3	0.89	66.1	5.3	5.3	47.4	36.8	5.3
5.	The interpreter(s) that I used on this mission was (were) competent.	19	3.7	0.81	70.6	-	5.3	31.6	47.4	15.8
6.	I feel that during this mission, I was too dependent on interpreters.	19	3.8	1.26	75.7	10.5	-	21.1	31.6	36.8
7.	My unit frequently uses interpreters when outside the normal AOR.	19	4.4	0.69	87.7	-	-	10.5	36.8	52.6

Table P26: Beliefs about Proficiency.

Directions: Respond to the following items based on your skills related to your official or required language.		
1. Do you have any level of proficiency in a language other than English?	N	Percentage
Yes	55	98.2
No	1	1.8

Table P27: Beliefs about Proficiency.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
2.	I feel confident in my ability to use military terminology in the language required by my AOR assignment.	54	3.4	1.15	60.0	7.4	13.0	35.2	25.9	18.5
3.	I feel confident in my ability to satisfy minimum courtesy requirements and maintain very simple face-to-face conversations on familiar topics in the language required by my AOR assignment.	55	4.1	1.12	76.6	5.5	5.5	7.3	36.4	45.5
4.	I feel confident in my ability to participate in informal conversations on practical, social, and professional topics in the language required by my AOR assignment.	55	3.7	1.21	66.1	7.3	3.6	34.5	18.2	36.4

Table P28: Official Language Testing.

1. Have you taken the Defense Language Proficiency Test (DLPT) in the past four years?	N	Percentage
Yes	46	83.6
No	9	16.4
2. Are you currently required to take the DLPT annually?	N	Percentage
Yes	37	86.0
No	6	14.0

Table P29: Official Language Testing.

3. What is your current official or required AOR language?	N	Percentage
Chinese-Mandarin	1	2.2
French	3	6.5
German	2	4.3
Korean	7	15.2
Modern Standard Arabic	4	8.7
Persian-Farsi	5	10.9
Portuguese (Brazilian)	1	2.2
Russian	9	19.6
Serbian-Croatian	1	2.2
Spanish	9	19.6
Tagalog (Filipino)	1	2.2
Thai	1	2.2
Vietnamese	1	2.2
Miscellaneous CAT III	1	2.2

Table P30: Official Language Testing.

4. When was the last time that you took the DLPT in your current official or required AOR language?	N	Percentage
2004	25	55.6
2003	12	26.7
2002	2	4.4
2001	5	11.1
Prior to 2001	1	2.2
5. What is your level of proficiency in your current official or required AOR language according to your most recent DLPT score? (Listening)	N	Percentage
0	-	-
0+	1	2.2
1	2	4.3
1+	2	4.3
2	14	30.4
2+	15	32.6
3	12	26.1
6. What is your level of proficiency in your current official or required AOR language according to your most recent DLPT score? (Reading)	N	Percentage
0	-	-
0+	1	2.2
1	-	-
1+	3	6.5
2	7	15.2
2+	15	32.6
3	20	43.5

Table P31: Official Language Testing.

5. Have you ever taken an Oral Proficiency Interview (OPI)?	N	Percentage
Yes	27	58.7
No	19	41.3

Table P32: Official Language Testing.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
6.	The content of the DLPT is clearly related to what I do during deployment.	41	2.1	0.97	35.7	31.7	36.6	22.0	9.8	-
7.	My DLPT scores accurately reflect my ability to use language while on the job.	46	2.5	1.07	48.3	10.9	54.3	15.2	13.0	6.5
8.	Operators who perform well on the DLPT are more likely to successfully use language in the field.	45	2.9	1.07	56.5	8.9	28.9	26.7	31.1	4.4
9.	If my score on the DLPT is too high, my chain of command will take unfair advantage of me.	40	2.5	1.06	32.1	12.5	47.5	25.0	7.5	7.5
10.	I marked the same answer for every question on the DLPT to get it over with quickly.	44	1.2	0.71	8.5	86.4	9.1	2.3	-	2.3
11.	I have memorized the answers to the DLPT since it never changes.	44	1.9	1.11	16.6	47.7	25.0	15.9	9.1	2.3
12.	The OPI (Oral Proficiency Interview) is more related to mission performance than the DLPT.	36	2.9	1.00	59.0	5.6	30.6	36.1	22.2	5.6

Table P33: Foreign Language Proficiency Pay.

Directions: Please respond to the following items regarding Foreign Language Proficiency Pay (FLPP)		
1. Have you received Foreign Language Proficiency Pay (FLPP) in the past for years?	N	Percentage
Yes	41	74.5
No	14	25.5
2. Do you currently receive Foreign Language Proficiency Pay (FLPP)?	N	Percentage
Yes	30	54.5
No	25	45.5

Table P34: Foreign Language Proficiency Pay.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3.	FLPP motivates me to acquire new language skills during personal time.	51	3.4	1.44	58.9	11.8	23.5	9.8	23.5	31.4
4.	FLPP motivates me to maintain my current level of language skills during personal time.	51	3.6	1.28	62.1	7.8	17.6	11.8	35.3	27.5
5.	Procedures for allocating FLPP are fair.	51	2.6	1.25	46.5	21.6	29.4	17.6	25.5	5.9
6.	Procedures for receiving FLPP are straight-forward and simple.	52	2.6	1.11	48.5	17.3	36.5	19.2	25.0	1.9
7.	I believe the amount of my FLPP reflects the effort that I have put into learning or maintaining a language.	51	2.5	1.30	39.5	29.4	27.5	13.7	23.5	5.9

Table P35: Foreign Language Proficiency Pay.

8. FLPP would be more motivating if....	N	Percentage
The amounts were increased (e.g. more money).	46	82.1
It was paid for lower proficiency levels.	15	26.8
It was paid once per year as a bonus.	9	16.1
We could get FLPP for speaking proficiency.	25	44.6
The Unit would provide more resources for language training.	34	60.7
The Unit would provide more time for language training.	36	64.3
I had been trained to a higher level during initial acquisition.	21	37.5

Table P36: Language Training.

1. Indicate the military-provided training for your current, official, or required language that you have received in the PAST FOUR YEARS?	N	Percentage
Initial Acquisition Training	7	12.5
Sustainment/Enhancement Training	17	30.4
Both of the above	15	26.8
Neither of the above	17	30.4
2. Have you participated in military-provided immersion training?	N	Percentage
Yes	15	26.8
No	41	73.2
3. Have you EVER received language training paid for and/or sponsored by the military or government?	N	Percentage
Yes	45	80.4
No	11	19.6

Table P37: Initial Acquisition Language Training.

Directions: Answer the following questions about your initial acquisition language training in your official or required language.		
1. What was the source of your initial acquisition language training?	N	Percentage
DLI (at Monterey, California)	20	95.2
USAJFKSWCS	-	-
Unit/Command Language Program (CLP)	1	1.8
2. What was the instructional mode of your initial acquisition language training?	N	Percentage
Classroom	20	90.9
Classroom followed by immersion	2	9.1
DL (i.e., distance/distributive learning)	-	-

Table P38: Initial Acquisition Language Training.

Answer the following about your instructor(s)...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3.	My instructor was effective in preparing me to use my language skills.	21	4.0	0.92	73.0	4.8	-	9.5	57.1	28.6
4.	It was clear that the instructor incorporated SOF considerations in his/her teaching objectives (e.g. mission language requirements).	21	1.8	0.98	41.2	47.6	33.3	9.5	9.5	-
5.	My instructor utilized current examples from TV, movies, radio, magazines, and newspapers to teach the language.	21	3.9	1.15	70.7	4.8	9.5	14.3	38.1	33.3
6.	My instructor was knowledgeable about how the language is currently used.	21	3.7	1.23	76.2	4.8	14.3	19.0	28.6	33.3
7.	The instructor encouraged students to speak in the target language.	21	4.3	1.01	83.5	-	9.5	9.5	23.8	57.1

Table P39: Initial Acquisition Language Training.

Answer the following about the curriculum...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
8.	The primary emphasis of the curriculum was on the formal language.	21	4.6	0.50	79.8	-	-	-	38.1	61.9
9.	The curriculum included slang and/or street language.	21	2.1	1.01	38.6	28.6	42.9	14.3	14.3	-
10.	The materials used in training were free from error.	21	3.0	1.22	40.6	9.5	28.6	28.6	19.0	14.3
11.	The curriculum included instruction and practice in all four skill modalities (i.e. reading, writing, speaking, and listening).	21	4.1	1.09	73.3	4.8	4.8	9.5	38.1	42.9
12.	The curriculum covered the vocabulary necessary for my job and missions.	21	2.7	1.19	48.2	19.0	28.6	14.3	38.1	-
13.	The curriculum was pre-packaged and not customized to SOF.	21	4.2	0.93	66.9	-	9.5	4.8	42.9	42.9
14.	The course would have been more effective if we had covered less content in more detail.	21	2.9	1.01	49.4	4.8	38.1	28.6	23.8	4.8

Table P40: Sustainment/Enhancement Language Training.

Directions: Answer the following questions about your sustainment/enhancement language training in your official or required language.		
1. What was the source of your sustainment/enhancement language training?	N	Percentage
DLI (at Monterey, California)	2	6.5
USAJFKSWCS	-	-
Unit/Command Language Program (CLP)	28	90.3
DLI East	1	3.2
2. What was the instructional mode of your sustainment/enhancement language training?	N	Percentage
Language Lab	10	32.3
Distance Learning (DL)	1	3.2
College	1	3.2
Immersion	5	16.1
Classroom (DLI/Unit)	8	25.8
Tutor	3	9.7
Other	3	9.7
3. Did you have an instructor for your sustainment/enhancement language training?	N	Percentage
Yes	24	75.0
No	8	25.0

Table P41: Sustainment/Enhancement Language Training.

Answer the following about your instructor(s)...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4.	My instructor was effective in preparing me to use my language skills.	24	3.8	0.88	71.4	-	12.5	12.5	58.3	16.7
5.	It was clear that the instructor incorporated SOF considerations in his/her teaching objectives (e.g. mission language requirements).	22	2.3	1.13	39.3	27.3	26.4	13.6	22.7	-
6.	My instructor utilized current examples from TV, movies, radio, magazines, and newspapers to teach the language.	24	4.1	0.93	74.2	-	12.5	-	54.2	33.3
7.	My instructor was knowledgeable about how the language is currently used.	24	4.1	1.02	80.4	4.2	4.2	8.3	45.8	37.5
8.	The instructor encouraged students to speak in the target language.	24	4.3	0.53	82.3	-	-	4.2	66.7	29.2

Table P42: Sustainment/Enhancement Language Training.

Answer the following about the curriculum...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
9.	The primary emphasis of the curriculum was on the formal language.	29	3.9	0.84	70.5	-	6.9	17.2	51.7	24.1
10.	The curriculum included slang and/or street language.	29	2.8	1.09	48.7	10.3	34.5	31.0	17.2	6.9
11.	The materials used in training were free from error.	29	3.6	0.99	57.1	-	17.2	27.6	37.9	17.2
12.	The curriculum included instruction and practice in all four skill modalities (i.e. reading, writing, speaking, and listening)	29	3.4	1.15	62.0	3.4	24.1	17.2	37.9	17.2
13.	The curriculum covered the vocabulary necessary for my job and missions.	28	2.7	0.82	50.4	3.6	42.9	35.7	17.9	-
14.	The curriculum was pre-packaged and not customized to SOF.	28	3.7	1.19	61.3	3.6	17.9	14.3	35.7	28.6
15.	The course would have been more effective if we had covered less content in more detail.	29	3.0	1.07	51.0	6.9	27.6	31.0	27.6	6.9

Table P43: Immersion Training.

Directions: When answering these questions, think about the most recent immersion training that you have had.		
1. How many weeks was your immersion training?	N	Percentage
0-2 weeks	2	15.4
3-4 weeks	6	46.2
5-6 weeks	1	7.7
7-10 weeks	2	15.4
11-20 weeks	2	15.4
3. What kind of immersion training was it?	N	Percentage
Iso-immersion (i.e., CONUS)	5	35.7
Immersion training (i.e., OCONUS)	9	64.3

Table P44: Immersion Training.

4. What language were you studying during immersion training?	N	Percentage
Korean	1	7.1
Modern Standard Arabic	2	14.3
Pashtu	1	7.1
Persian-Farsi	2	14.3
Russian	4	28.6
Serbian-Croatian	1	7.1
Spanish	3	21.4

Table P45: Immersion Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
5.	My language proficiency improved as a result of immersion training.	13	3.9	0.86	81.3	7.7	-	15.4	53.8	23.1
6.	I would have benefited more from immersion training if my initial proficiency was higher.	13	2.7	0.85	60.2	7.7	30.8	46.2	15.4	-
7.	Immersion training is the most effective way to acquire language skills.	14	3.9	1.03	85.0	-	7.1	35.7	21.4	35.7
8.	I think that OCONUS immersion training is a boondoggle.	13	2.1	1.12	19.5	46.2	7.7	38.5	7.7	-

Table P46: Training Effectiveness on Deployment.

Directions: answer the following questions related to your most recent training experience in which you were deployed in that language after training (i.e. took a course and deployed)		
1. Please indicate your most recent training experience in which you were deployed in that language after training:	N	Percentage
Initial acquisition language training	11	26.2
Sustainment/enhancement training in official or required AOR language	26	61.9
Pre-deployment training in language outside AOR (e.g., GWOT language)	5	11.9

Table P47: Training Effectiveness on Deployment.

Directions: Answer the following questions related to your most recent training experience in which you were deployed in that language after training (i.e. took a course and deployed).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2.	The language training I received prepared me for situations that I commonly encountered while deployed or on the mission.	37	3.1	1.27	51.4	13.5	21.6	13.5	40.5	10.8
3.	As a result of language training, I had no problem(s) speaking with local people, asking directions, giving commands, and reserving lodging.	37	3.2	1.27	51.2	10.8	24.3	10.8	40.5	13.5
4.	As a result of language training, I had no problem(s) building rapport/trust with local people.	36	3.1	1.27	55.0	11.1	25.0	16.7	33.3	13.9
5.	As a result of language training, I had no problem (s) reading street signs, warning markers, graffiti, important documents, and news.	36	3.4	1.38	56.6	13.9	13.9	13.9	33.3	25.0
6.	As a result of language training, I had no problem(s) listening to local people, answering their questions, and following local news programs.	36	3.2	1.37	45.2	16.7	16.7	13.9	36.1	16.7
7.	While deployed, I encountered situations where I felt that more substantial language training should have been required.	36	4.0	1.21	76.8	5.6	8.3	13.9	27.8	44.4

Table P48: Training Effectiveness on Deployment.

Directions: Answer the following questions related to your most recent training experience in which you were deployed in that language after training (i.e. took a course and deployed).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
8.	I was taught in the most up-to-date form of the language (i.e. how the language is currently used).	37	2.9	1.42	50.8	21.6	21.6	16.2	24.3	16.2
9.	While deployed, I found that I received incorrect information during language training.	36	2.3	1.20	41.3	30.6	27.8	25.0	11.1	5.6

Table P49: General Attitudes toward Language Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I believe that official language training is essential for success on the job.	53	4.2	1.32	78.3	11.3	1.9	5.7	22.6	58.5
2.	I do not believe the official language training focuses on the language skills and mission situations important to SOF.	50	3.3	1.27	51.6	10.0	18.0	24.0	28.0	20.0
3.	I would sacrifice some of the training allocated to my SOF skills training (e.g. weapons training) to shift to language proficiency.	45	3.6	1.06	57.5	-	22.2	20.0	37.8	20.0
4.	I do not put much effort into language training.	52	2.6	1.04	36.5	13.5	40.4	23.1	21.2	1.8
5.	I want to succeed in language training so that I will do well on missions.	52	4.6	0.54	86.1	-	-	1.9	38.5	59.6
6.	I am motivated to succeed in language training because I want to receive FLPP.	51	3.5	1.10	60.3	3.9	19.6	13.7	47.1	15.7
7.	I am motivated to succeed in language training because I am accountable to my team for my language abilities.	48	4.4	0.77	79.7	2.1	-	4.2	39.6	54.2
8.	I would be more motivated to perform well in language training if it was a criteria for promotions or would be used in future decisions about my job.	52	3.7	1.22	67.0	7.7	9.6	19.2	34.6	28.8
9.	Language training will make a good addition to my resume.	53	3.8	1.09	79.6	3.8	7.5	24.5	32.1	32.1
10.	My chain of command cares about my language proficiency.	53	2.8	1.26	42.9	17.0	28.3	15.1	32.1	7.5

Table P50: Attitudes toward Immersion Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
11.	I am often pulled out of language training for non-critical details.	45	3.4	1.15	59.2	4.4	24.4	17.8	37.8	15.6
12.	My chain of command will make the sacrifices necessary to ensure that I sustain my language proficiency.	52	2.4	1.12	35.9	26.9	28.8	25.0	17.3	1.9
13.	Maintaining proficiency in my core SOF skills does not leave time for maintaining appropriate language proficiency.	46	3.0	0.83	50.1	-	32.6	39.1	26.1	2.2
14.	With the current OPTEMPO, sustainment/enhancement training in my official language is impossible.	46	3.4	1.07	55.5	-	23.9	28.3	28.3	19.6
15.	I would put more effort into language training if the resources were more accessible.	49	4.1	0.88	76.7	-	6.1	16.3	42.9	34.7
16.	Selection for OCONUS immersion training is fair.	43	2.6	1.14	44.5	25.6	16.3	37.2	18.6	2.3
18.	OCONUS immersion training should occur regularly as part of sustainment/enhancement training.	51	4.3	0.68	83.2	-	-	11.8	45.1	43.1
19.	OCONUS immersion training is used (viewed) as a motivating reward rather than for skill enhancement.	48	3.6	0.96	64.7	4.2	2.1	41.7	33.3	18.8
20.	My command thinks that OCONUS immersion training is a boondoggle.	43	3.7	0.98	62.1	-	9.3	34.9	27.9	27.9
21.	CONUS iso-immersion is equally as effective as OCONUS immersion.	43	2.2	0.95	36.2	30.2	30.2	32.6	7.0	-

Table P51: Technology-Delivered Training.

Directions: Answer the following questions regarding your opinions and experiences with technology.			
1. Have you ever used technology-delivered training (Examples: Computer based training, video conferencing, distance/distributive learning, self-paced language learning software, etc.)?		N	Percentage
Yes		34	77.3
No		10	22.7

Table P52: Technology-Delivered Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2.	I believe that classroom training is more useful than technology-delivered training (TDT) for the initial acquisition of a language.	41	4.3	0.84	78.1	-	4.9	9.8	39.0	46.3
3.	I would be likely to use TDT options if they were available.	39	3.7	0.95	68.7	5.1	2.6	25.6	51.3	15.3
4.	I believe that TDT means that I will be completing training on my own time/ at home (e.g. not duty time).	41	3.7	1.00	66.1	2.4	9.8	22.0	43.9	22.0
5.	I believe that TDT is used most effectively when supplementing classroom instruction.	41	4.0	0.74	78.6	-	2.4	19.5	53.7	24.4
6.	I would be more likely to use TDT if it was scheduled (i.e., on duty time) versus when it is on my own time (i.e., not duty time).	40	4.1	1.02	74.6	5.0	2.5	10.0	45.0	37.5
7.	I believe that TDT is an effective way to learn language skills.	42	2.8	0.92	53.3	7.1	31.0	35.7	26.2	-
8.	I believe that TDT is an effective way to sustain/enhance my language skills.	42	3.6	0.91	68.4	4.8	4.8	21.4	59.5	9.5
9.	I believe that TDT is only effective when trainees are motivated.	42	3.9	1.04	75.3	2.4	9.5	16.7	40.5	31.0
10.	I have heard of the SOFTS (Special Operations Forces Training System) program where SOF personnel can take a class with a live instructor over the internet using PC-based tele-conferencing.	39	1.9	1.12	23.8	41.0	41.0	5.1	7.7	5.1
11.	I would participate in SOFTS if I had the opportunity.	41	3.9	1.14	73.6	7.3	2.4	19.5	36.6	34.1

Table P53: Technology-Delivered Training.

I am more likely to use TDT rather than face-to-face (i.e. classroom) instruction because TDT...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
12.	Provides the convenience of working at home.	38	3.2	1.17	52.4	10.5	18.4	15.8	47.4	7.9
13.	Allows you to complete training at your own pace.	36	3.5	1.08	58.7	8.3	5.6	27.8	44.4	13.9
14.	Reduces external pressures such as live instructors or peers.	37	2.5	1.14	39.1	18.9	35.1	24.3	16.2	5.4

Table P54: Technology-Delivered Training.

Directions: Answer the following questions regarding your opinions and experiences with technology.		
15. Have you ever used machine language translation (MLT) devices (Example: Phraselator or Voice Response Translator (VRT))?	N	Percentage
Yes	10	23.3
No	33	76.7
16. Have you ever used the Phraselator?	N	Percentage
Yes	6	13.3
No	39	86.7
17. Have you ever used the VRT?	N	Percentage
Yes	3	6.7
No	42	93.3
18. Have you ever used S-Minds?	N	Percentage
Yes	1	2.3
No	43	97.7

Table P55: Technology-Delivered Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
19.	I believe that MLT is an effective way to communicate.	27	2.2	0.85	37.1	25.9	25.9	48.1	-	-
20.	I believe that MLT is effective for the SOF core tasks I conduct that require language capability.	26	2.2	0.83	38.7	26.9	30.8	42.3	-	-
21.	I believe that MLT shows promise for the future.	28	3.0	1.14	53.4	14.3	10.7	39.3	28.6	7.1
22.	I believe that MLT cannot replace language trained operators.	30	4.3	0.92	80.0	-	3.3	20.0	16.7	60.0

Table P56: Organizational Climate and Support.

Directions: Answer the following questions regarding organizational climate and support.							
Rate your command on how well it does on each of the following:		N	Percentage (%) of Responses				
			A (Excellent)	B (Above Average)	C (Average)	D (Below Average)	F (Fail)
1.	Allocating duty hours/weeks to language training or language practice.	54	13.0	9.3	31.5	22.2	24.1
2.	Encouraging the use of your language during non-language training.	54	3.7	5.6	25.9	31.5	33.3
3.	Placing command emphasis on language proficiency.	54	5.6	20.4	31.5	16.7	25.9
4.	Providing support to help you acquire and maintain enough proficiency to qualify for FLPP.	54	5.6	13.0	37.0	22.2	22.2
5.	Providing recognition and awards related to language.	53	3.8	3.8	15.1	32.1	45.3
6.	Providing language learning materials.	54	7.4	16.7	37.0	22.2	16.7
7.	Ensuring quality language instruction is available.	54	9.3	16.7	37.0	20.4	16.7
8.	Ensuring pre-deployment training is available.	54	7.4	13.0	31.5	18.5	29.6
9.	Placing command emphasis on taking the DLPT on time.	54	13.0	31.5	29.6	11.1	14.8
10.	Finding ways to increase time for language training.	54	3.7	5.6	33.3	27.8	29.6
11.	Ensuring that personnel in language training are not pulled for non-critical details.	53	5.7	7.5	26.4	24.5	35.8

Table P57: Demographics.

Directions: Answer the following questions regarding language and its relation to attrition.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I intend to leave SOF if I am unable to get the language training I need.	39	2.7	1.35	30.4	20.5	28.2	23.1	12.8	15.4
2.	I have considered leaving SOF to pursue a job in the civilian world where my language skills will be highly compensated.	41	3.8	1.41	48.1	12.2	9.8	7.3	29.3	41.5
3.	My decision to re-enlist in SOF is based in part on issues relating to language proficiency and language training.	40	3.2	1.39	40.9	12.5	22.5	20.0	20.0	25.0
4.	I intend to leave SOF if language requirements are increased.	39	2.1	1.09	23.4	35.9	33.3	23.1	2.6	5.1
5.	I am likely to re-enlist in SOF.	42	3.2	1.20	67.8	9.5	16.7	33.3	23.8	16.7

Table P58: Demographics.

To which military branch of service are you assigned?	N	Percentage
Air Force	-	-
Army	56	100.0
Navy	-	-
Have you been deployed with a SOF Unit in the past four (4) years?	N	Percentage
Yes	38	67.9
No	18	32.1
How many years of total service in SOF do you have?	N	Percentage
Less than one year	9	16.1
1-4 years	22	39.3
5-8 years	17	30.4
9-12 years	6	10.7
12-16 years	1	1.8
17-20 years	1	1.8
More than 20 years	-	-
How long have you been working in your current job?	N	Percentage
Less than one year	9	16.1
1-4 years	23	41.1
5-8 years	11	19.6
9-12 years	2	3.6
12-16 years	5	8.9
17-20 years	5	8.9
More than 20 years	1	1.8

Table P59: Demographics.

What is your current official or required language?	N	Percentage
Cambodian (Khmer)	1	1.9
Chinese-Mandarin	1	1.9
French	5	9.3
German	2	3.7
Korean	7	13.0
Modern Standard Arabic	5	9.3
Persian-Farsi	5	9.3
Portuguese (Brazilian)	1	1.9
Russian	11	20.4
Serbian-Croatian	2	3.7
Spanish	9	16.7
Tagalog (Filipino)	1	1.9
Thai	1	1.9
Vietnamese	1	1.9
Miscellaneous CAT III	1	1.9
Miscellaneous CAT IV	1	1.9

Table P60: Demographics.

What other languages are you proficient in besides your current official or required language?	N	Percentage
Chinese-Mandarin	1	1.6
Dari	2	3.2
French	6	9.7
German	16	25.8
Korean	1	1.6
Modern Standard Arabic	1	1.6
Polish	1	1.6
Portuguese (Brazilian)	4	6.5
Russian	4	6.5
Serbian-Croatian	6	9.7
Spanish	15	24.2
Tagalog (Filipino)	1	1.6
Turkish	1	1.6
Urdu	1	1.6
Japanese	1	1.6
Italian	1	1.6

Table P61: Demographics.

How long have you been deployed in the last 12 months?	N	Percentage
Have not been deployed	22	39.3
1-2 months	8	14.3
3-4 months	8	14.3
5-6 months	10	17.9
More than 6 months	8	14.3
How many times have you been deployed on exercises or operations in your AOR? Include all deployments during your career.	N	Percentage
Have not been deployed	17	30.4
1-2 times	12	21.4
3-4 times	9	16.1
5-6 times	7	12.5
More than 6 times	11	19.6
How many times have you been deployed on exercises or operations outside of your AOR? Include all deployments during your career.	N	Percentage
Have not been deployed	18	32.1
1-2 times	25	44.6
3-4 times	8	14.3
5-6 times	1	1.8
More than 6 times	4	7.1

Table P62: Demographics.

Which operator type best describes you?	N	Percentage
MI Soldier Assigned to SOF Unit	56	100.0

Table P63: Demographics.

What is your grade?	N	Percentage
E3	1	1.8
E4	5	9.1
E5	7	12.7
E6	12	21.8
E7	22	40.0
E8	4	7.3
WO-03	2	3.6
O-3	1	1.8
O-6	1	1.8

Table P64: Demographics.

Are you currently on active duty?	N	Percentage
Yes	40	71.4
No	16	28.6
Are you a member of the Reserves/National Guard?	N	Percentage
Yes	22	39.3
No	34	60.7

Appendix Q: Findings for Non-SOF Army Linguists²⁹²

²⁹² This group includes individuals who indicated non-SOF MI, FAO, or other linguist as their SOF personnel type.

Table Q1: General Language Requirements.

1. Think about the use of street dialect (e.g. blue-collar/slang) in conversation with people in the deployment location. Example: Asking for directions from or giving important instructions to the typical person you encounter while deployed.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you use this street dialect?	22	4.1	1.27	77.3	9.1	-	18.2	18.2	54.5
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is street dialect to completing SOF core tasks?	22	4.0	0.87	75.0	-	4.5	22.7	40.9	31.8

Table Q2: General Language Requirements.

2. Think about giving commands in a direct action scenario in the deployment language. Example: "Get down!" or "Drop the weapon!"										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you give this type of command?	21	3.4	1.29	60.7	9.5	19.0	9.5	42.9	19.0
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is giving this type of command?	22	4.5	0.74	86.4	-	-	13.6	27.3	59.1

Table Q3: General Language Requirements.

3. Think about the use of formal language in conversation with people in the deployment location. Example: Giving a thank you speech to local country hosts or conducting business negotiations with officials.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you use this formal language?	22	3.5	1.37	62.5	9.1	18.2	18.2	22.7	31.8
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is formal language to completing SOF core tasks?	22	3.8	0.92	69.3	-	9.1	27.3	40.9	22.7

Table Q4: General Language Requirements.

4. Think about the use of language in building rapport with people in the deployment location. Example: The initial meeting with the local militia leader.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	21	4.4	0.74	84.5	-	-	14.3	33.3	52.4
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	22	4.6	0.67	89.8	-	-	9.1	22.7	68.2

Table Q5: General Language Requirements.

5. Think about the use of military or technical vocabulary in conversation with people in the deployment location. Example: Training local mechanics, policemen, or soldiers.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you use military-technical vocabulary?	22	3.7	1.21	67.1	9.1	-	36.4	22.7	31.8
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this vocabulary to completing SOF core tasks?	22	3.7	0.99	68.2	-	9.1	36.4	27.3	27.3

Table Q6: General Language Requirements.

6. Think about reading in the language of the deployment country. Examples: Identifying important documents, reading signs/graffiti, and navigation.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	22	4.4	0.85	85.2	-	4.5	9.1	27.3	59.1
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	22	4.4	0.91	85.2	-	4.5	13.6	18.2	63.6

Table Q7: General Language Requirements.

7. Think about writing in the language of the deployment country. Example: Making written arrangements (contracts) with local officials, writing an operations order, or writing a list of supplies for a local guide to purchase.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	21	2.9	1.04	47.6	-	47.6	23.8	19.0	9.5
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	22	3.1	1.08	53.4	-	31.8	40.9	9.1	18.2

Table Q8: General Language Requirements.

8. Think about listening to conversations or broadcasts in the language of the deployment country. Example: Listening to conversations at a café or a radio broadcast to determine local support for your presence.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	22	4.2	0.85	79.6	-	4.5	13.6	40.9	40.9
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	22	4.1	0.95	76.1	-	4.5	27.3	27.3	40.9

Table Q9: General Language Requirements.

9. Which statement best describes the level of language proficiency ideal for your typical tasks and duties?	N	Percentage
None	-	-
Asking directions; reading street signs or a map; giving basic commands; using simple common courtesy phrases and questions ("tourist guide" phrases); limited knowledge of the culture.	2	9.1
Asking and responding to questions beyond the standard "tourist guide" phrases; limited conversation/dialogue; listening and understanding the typical radio/TV broadcasts or conversation; getting the gist of newspaper headlines or articles; working knowledge and understanding of the culture.	3	13.6
Extended dialogue/conversation on a variety of topics; reading important documents or the local newspaper with a good understanding; listening and understanding most conversations or broadcasts; and ability to understand culturally appropriate humor and metaphors.	11	50.0
Negotiations; persuading others with complex issues or thoughts; writing contracts or complex messages; reading very sophisticated or technical materials; complete comprehension of conversations and broadcasts; confidence in all levels of conversation; and ability to use culturally appropriate humor and metaphors.	6	27.3

Table Q10: Mission-based Language Requirements.

1. What was your primary SOF core task on this deployment?	N	Percentage
Direct Action (DA)	5	23.8
Foreign Internal Defense (FID)	2	9.5
Civil Affairs Operations (CAO)	1	4.8
Counterterrorism (CT)	2	9.5
Counterproliferation of WMD (CP)	1	4.8
Information Operations (IO)	1	4.8
Force Protection (FP)	1	4.8
Miscellaneous Intelligence (Intel.)	3	14.3
Planning and Administrative Support (Admin.)	3	14.3
Other	2	9.5
2. Was this mission inside or outside your AOR?	N	Percentage
Inside AOR	16	76.2
Outside AOR	5	23.8

Table Q11: Mission-based Language Requirements.

3. Which statements best describes the level of language proficiency ideal for you tasks and duties on this mission?	N	Percentage
None	2	9.1
Asking directions; reading street signs or a map; giving basic commands; using simple common courtesy phrases and questions ("tourist guide" phrases); limited knowledge of the culture.	1	4.5
Asking and responding to questions beyond the standard "tourist guide" phrases; limited conversation/dialogue; listening and understanding the typical radio/TV broadcasts or conversation; getting the gist of newspaper headlines or articles; working knowledge and understanding of the culture.	5	22.7
Extended dialogue/conversation on a variety of topics; reading important documents or the local newspaper with a good understanding; listening and understanding most conversations or broadcasts; and ability to understand culturally appropriate humor and metaphors.	10	45.5
Negotiations; persuading others with complex issues or thoughts; writing contracts or complex messages; reading very sophisticated or technical materials; complete comprehension of conversations and broadcasts; confidence in all levels of conversation; and ability to use culturally appropriate humor and metaphors.	4	18.2
4. Which of the following language-related tasks were required for this mission?	N	Percentage
Topic specific instruction; teaching a class on how to employ and maintain equipment, teaching tactics, explaining the role and function of staff personnel.	-	-
Establishing and building rapport and some level of trust with a political or military figure.	6	27.3
Both a and b	9	40.9
Neither a and b	7	31.8
5. How long were you deployed in this country?	N	Percentage
Less than 3 months	3	13.6
3 – 6 months	11	50.0
6 – 12 months	5	22.7
Over 12 months	3	13.6

Table Q12: Mission-based Language Requirements.

How much did the mission require you to use the following in the deployment language?		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Always
6.	Military-specific language	22	3.2	1.11	55.7	9.1	13.6	31.8	36.4	9.1
7.	Formal language	22	2.8	1.02	44.3	9.1	36.4	22.7	31.8	-
8.	Slang/street language	22	3.7	1.32	68.2	13.6	-	18.2	36.4	31.8
9.	Local dialect	22	3.8	1.02	69.3	4.5	4.5	22.7	45.5	22.7
10.	Speaking skills	21	3.9	1.06	71.4	4.8	-	33.3	28.6	33.3
11.	Listening skills	22	4.1	1.04	78.4	4.5	-	18.2	31.8	45.5
12.	Reading skills	22	2.9	0.97	47.7	4.5	31.8	36.4	22.7	4.5
13.	Writing skills	22	2.2	0.96	29.6	27.3	36.4	27.3	9.1	-
14.	Job aids (Example: note cards or Kwikpoint, but not interpreters)	20	2.2	1.09	28.8	40.0	15.0	35.0	10.0	-
15.	Interpreters	22	3.3	1.75	56.8	27.3	13.6	4.5	13.6	40.9

Table Q13: Mission-based Language Requirements.

Please rate the following on a scale of Strongly Disagree to Strongly Agree		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
16.	I was well prepared for this deployment in terms of language and cultural understanding.	22	3.2	1.47	54.6	18.2	18.2	13.6	27.3	22.7
17.	I used my language skills frequently while on this deployment.	21	3.8	1.58	69.1	19.0	-	19.0	9.5	52.4

Table Q14: Mission-based Language Requirements.

How important do you believe language proficiency is for...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Not Important	Low Importance	Important	High Importance	Critical
18.	Building rapport/trust	22	4.6	0.60	88.6	-	-	4.5	36.4	59.1
19.	Training or teaching others	22	4.2	0.75	80.7	-	-	18.2	40.9	40.9
20.	Reducing need for interpreters/translators	22	4.3	0.88	81.8	-	-	27.3	18.2	54.5
21.	Logistics (i.e. saving time or convenience in getting things done)	22	3.7	1.00	67.1	-	13.6	27.3	36.4	22.7
22.	Timely identification of important documents	22	4.2	0.97	80.7	-	4.5	27.3	18.2	54.5
23.	Giving basic commands	22	4.0	0.90	73.9	-	4.5	27.3	36.4	31.8
24.	Discrete eavesdropping	22	4.1	0.87	77.3	-	-	31.8	27.3	40.9
25.	Increasing situational awareness	22	4.3	0.88	81.8	-	4.5	13.6	31.8	50.0
26.	Maintaining control in hostile confrontations	22	4.2	1.15	80.7	4.5	4.5	13.6	18.2	59.1
27.	Persuading people to provide sensitive information	22	4.2	0.87	80.7	-	4.5	13.6	36.4	45.5
28.	Negotiations	22	4.4	0.79	84.1	-	-	18.2	27.3	54.5

Table Q15: Use of Interpreters.

1. Have you used an interpreter on a mission in the past four years?	N	Percentage
Yes	15	68.2
No	7	31.8

Table Q16: Use of Interpreters.

Directions: Answer the following questions about your experiences with interpreters on your missions. Think about this across all of your deployments inside and outside your AOR (i.e., your unit's normal area of responsibility).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
1.	How often do you use CAT I interpreters (i.e. Local hire, indigenous personnel, not vetted; OR a US citizen, not vetted)?	14	3.6	1.22	76.8	-	21.4	28.6	14.3	35.7
2.	How often do you use CAT II/III interpreters (i.e. US citizen with a secret OR top secret clearance)?	14	4.1	0.92	66.1	-	-	35.7	21.4	42.9

Table Q17: Use of Interpreters.

Directions: Answer the following questions about your experiences with interpreters on your missions. Think about this across all of your deployments inside and outside your AOR (i.e., your unit's normal area of responsibility).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3.	If I were more proficient in my current or official language, I would be less likely to rely on interpreters.	13	4.5	0.97	86.5	-	7.7	7.7	15.4	69.2
4.	In my experiences, I have observed situations where interpreters have compromised the mission outcome.	14	3.9	0.92	73.2	-	7.1	21.4	42.9	28.6
5.	I use interpreters only when advanced/high levels of proficiency are required.	12	3.0	1.35	50.0	8.3	41.7	8.3	25.0	16.7
6.	It would have been useful to receive training on using interpreters prior to deployment.	14	3.5	1.29	62.5	7.1	14.3	28.6	21.4	28.6
7.	Interpreters are essential for carrying out missions.	15	3.9	0.88	73.3	-	6.7	20.0	46.7	26.7
8.	I feel our unit is too dependent on interpreters.	12	3.9	1.24	72.9	-	25.0	-	33.3	41.7
9.	My unit frequently uses interpreters when deployed inside the normal AOR.	11	3.6	1.43	65.9	18.2	-	9.1	45.5	27.3
10.	I can be as effective on my missions without an interpreter.	14	2.2	1.18	30.4	35.7	28.6	14.3	21.4	-
11.	In my experience, most interpreters were trustworthy.	14	3.1	1.07	51.8	7.1	21.4	35.7	28.6	7.1
12.	In my experience, most interpreters were competent.	15	3.5	0.83	61.7	-	13.3	33.3	46.7	6.7

Table Q18: Outside AOR Deployment.

1. Have you been deployed out of your unit's normal Area of Responsibility (AOR) in the past four years?	N	Percentage
Yes	15	68.2
No	7	31.8

Table Q19: Outside AOR Deployment.

Directions: Answer these questions according to your most recent deployment outside of your unit's AOR or normal area of responsibility (e.g., GWOT mission).		
1. Which statement best describes the level of language proficiency ideal for you tasks and duties on this mission?	N	Percentage
None	1	6.7
Asking directions; reading street signs or a map; giving basic commands; using simple common courtesy phrases and questions ("tourist guide" phrases); limited knowledge of the culture.	2	13.3
Asking and responding to questions beyond the standard "tourist guide" phrases; limited conversation/dialogue; listening and understanding the typical radio/TV broadcasts or conversation; getting the gist of newspaper headlines or articles; working knowledge and understanding of the culture.	2	13.3
Extended dialogue/conversation on a variety of topics; reading important documents or the local newspaper with a good understanding; listening and understanding most conversations or broadcasts; and ability to understand culturally appropriate humor and metaphors.	5	33.3
Negotiations; persuading others with complex issues or thoughts; writing contracts or complex messages; reading very sophisticated or technical materials; complete comprehension of conversations and broadcasts; confidence in all levels of conversation; and ability to use culturally appropriate humor and metaphors.	5	33.3
2. Which of the following language-related tasks were required for this mission?	N	Percentage
Topic specific instruction; teaching a class on how to employ and maintain equipment, teaching tactics, explaining the role and function of staff personnel.	-	-
Establishing and building rapport and some level of trust with a political or military figure.	4	28.6
Both a and b	7	50.0
Neither a and b	3	21.4

Table Q20: Outside AOR Deployment.

Directions: Answer these questions according to your most recent deployment outside of your unit's AOR or normal area of responsibility (e.g., GWOT mission).		
3. How long were you deployed in this country?	N	Percentage
Less than 3 months	2	13.3
3 – 6 months	7	46.7
6 – 12 months	4	26.7
Over 12 months	2	13.3

Table Q21: Outside AOR Deployment.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4.	I was able to meet the language-related requirements of this mission.	13	3.0	1.68	50.0	30.8	15.4	-	30.8	23.1
5.	While on this deployment, I experienced language-related issues or deficiencies.	13	3.9	1.21	71.2	-	23.1	7.7	30.8	38.5
6.	My proficiency in my official or required language suffered because of this deployment.	11	2.8	1.17	45.5	9.1	36.4	27.3	18.2	9.1
7.	I am confident that I will be able to regain my previous proficiency in my official or required language.	11	4.4	0.81	84.1	-	-	18.2	27.3	54.5
8.	Prior to deployment, I was proficient in the language required.	13	4.2	1.35	78.9	7.7	7.7	7.7	15.4	61.5

Table Q22: Outside AOR Deployment.

1. I received pre-deployment language training?	N	Percentage
Yes	1	6.7
No	14	93.3

Table Q23: Use of Interpreters Outside AOR Deployment.

1. Have you used an interpreter on a mission in the past four years?	N	Percentage
Yes	9	60.0
No	6	40.0

Table Q24: Use of Interpreters Outside AOR Deployment.

1. What type of interpreter was used for this mission?	N	Percentage
CAT I (i.e., Local hire indigenous personnel, not vetted; OR a US citizen not vetted)	4	44.4
CAT II / CAT III (i.e., US citizen with a secret OR top secret clearance)	3	33.3
Both CAT I and CAT II/III	2	22.2

Table Q25: Use of Interpreters Outside AOR Deployment.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2.	Using interpreter(s) was essential for carrying out this mission.	9	4.2	0.67	80.6	-	-	11.1	55.6	33.3
3.	I could have been as effective on this mission without using interpreter(s).	9	1.9	0.93	22.2	33.3	55.6	-	11.1	-
4.	The interpreter(s) that I used on this mission was (were) trustworthy.	9	3.3	1.12	58.3	-	11.1	44.4	33.3	11.1
5.	The interpreter(s) that I used on this mission was (were) competent.	9	3.3	0.71	58.3	-	11.1	44.4	44.4	-
6.	I feel that during this mission, I was too dependent on interpreters.	9	3.9	1.17	72.2	-	22.2	-	44.4	33.3
7.	My unit frequently uses interpreters when outside the normal AOR.	9	4.4	1.01	86.1	-	11.1	-	22.2	66.7

Table Q26: Beliefs about Proficiency.

Directions: Respond to the following items based on your skills related to your official or required language.		
1. Do you have any level of proficiency in a language other than English?	N	Percentage
Yes	309	95.1
No	16	4.9

Table Q27: Beliefs about Proficiency.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Always
2.	I feel confident in my ability to use military terminology in the language required by my AOR assignment.	313	3.8	1.13	71.1	3.5	9.3	23.3	27.2	36.7
3.	I feel confident in my ability to satisfy minimum courtesy requirements and maintain very simple face-to-face conversations on familiar topics in the language required by my AOR assignment.	315	4.4	0.92	85.7	2.2	2.9	8.3	23.2	63.5
4.	I feel confident in my ability to participate in informal conversations on practical, social, and professional topics in the language required by my AOR assignment.	312	4.1	1.12	77.4	3.5	7.1	15.4	24.4	49.7

Table Q28: Official Language Testing.

1. Have you taken the Defense Language Proficiency Test (DLPT) in the past four years?	N	Percentage
Yes	222	71.8
No	87	28.2
2. Are you currently required to take the DLPT annually?	N	Percentage
Yes	142	67.0
No	70	33.0

Table Q29: Official Language Testing.

3. What is your current official or required AOR language?	N	Percentage
Cambodian (Khmer)	1	0.5
Chinese-Mandarin	9	4.2
French	9	4.2
German	16	7.5
Indonesian	2	0.9
Korean	24	11.2
Modern Standard Arabic	32	15.0
Pashtu	1	0.5
Persian-Farsi	2	0.9
Polish	2	0.9
Russian	34	15.9
Serbian-Croatian	3	1.4
Spanish	54	25.2
Tagalog (Filipino)	5	2.3
Thai	4	1.9
Urdu	1	0.5
Vietnamese	3	1.4
Japanese	2	0.9
Italian	2	0.9
Miscellaneous CAT I	1	0.5
Miscellaneous CAT III	4	1.9
Miscellaneous CAT IV	1	0.5
Other	1	0.5

Table Q30: Official Language Testing.

4. When was the last time that you took the DLPT in your current official or required AOR language?	N	Percentage
2004	76	35.0
2003	74	34.1
2002	42	19.4
2001	18	8.3
Prior to 2001	7	3.2
5. What is your level of proficiency in your current official or required AOR language according to your most recent DLPT score? (Listening)	N	Percentage
0	1	0.5
0+	1	0.5
1	7	3.2
1+	16	7.3
2	36	16.4
2+	45	20.5
3	113	51.6
6. What is your level of proficiency in your current official or required AOR language according to your most recent DLPT score? (Reading)	N	Percentage
0	1	0.5
0+	-	-
1	7	3.2
1+	10	4.6
2	23	10.5
2+	49	22.4
3	129	58.9

Table Q31: Official Language Testing.

5. Have you ever taken an Oral Proficiency Interview (OPI)?	N	Percentage
Yes	111	50.2
No	110	49.8

Table Q32: Official Language Testing.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
6.	The content of the DLPT is clearly related to what I do during deployment.	196	2.5	1.06	36.7	17.3	39.8	26.0	12.2	4.6
7.	My DLPT scores accurately reflect my ability to use language while on the job.	212	3.1	1.29	53.4	9.9	28.3	18.4	25.0	18.4
8.	Operators who perform well on the DLPT are more likely to successfully use language in the field.	209	3.2	1.09	55.4	6.2	22.0	25.8	35.9	10.0
9.	If my score on the DLPT is too high, my chain of command will take unfair advantage of me.	201	2.3	1.12	33.3	24.4	37.8	24.9	6.0	7.0
10.	I marked the same answer for every question on the DLPT to get it over with quickly.	211	1.2	0.65	5.1	87.7	8.1	1.4	1.9	0.9
11.	I have memorized the answers to the DLPT since it never changes.	213	1.7	1.05	18.1	58.7	22.1	9.9	7.0	2.3
12.	The OPI (Oral Proficiency Interview) is more related to mission performance than the DLPT.	149	3.3	1.13	56.2	6.0	20.1	32.9	24.8	16.1

Table Q33: Foreign Language Proficiency Pay.

Directions: Please respond to the following items regarding Foreign Language Proficiency Pay (FLPP)		
1. Have you received Foreign Language Proficiency Pay (FLPP) in the past four years?	N	Percentage
Yes	173	56.4
No	134	43.6
2. Do you currently receive Foreign Language Proficiency Pay (FLPP)?	N	Percentage
Yes	108	35.1
No	200	64.9

Table Q34: Foreign Language Proficiency Pay.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3.	FLPP motivates me to acquire new language skills during personal time.	273	3.4	1.35	59.1	9.5	23.1	16.1	24.2	27.1
4.	FLPP motivates me to maintain my current level of language skills during personal time.	271	3.6	1.29	65.1	7.7	17.0	13.3	31.0	31.0
5.	Procedures for allocating FLPP are fair.	265	2.9	1.22	46.5	18.5	18.5	29.8	24.9	8.3
6.	Procedures for receiving FLPP are straight-forward and simple.	267	2.9	1.27	48.5	17.2	22.8	17.6	33.3	9.0
7.	I believe the amount of my FLPP reflects the effort that I have put into learning or maintaining a language.	262	2.5	1.30	38.2	28.6	24.4	21.0	17.6	8.4

Table Q35: Foreign Language Proficiency Pay.

8. FLPP would be more motivating if.... (check all that apply)	N	Percentage
The amounts were increased (e.g. more money).	227	69.8
It was paid for lower proficiency levels.	63	19.4
It was paid once per year as a bonus.	52	16.0
We could get FLPP for speaking proficiency.	180	55.4
The Unit would provide more resources for language training.	173	53.2
The Unit would provide more time for language training.	172	52.9
I had been trained to a higher level during initial acquisition.	77	23.7

Table Q36: Language Training.

1. Indicate the military-provided training for your current, official, or required language that you have received in the PAST FOUR YEARS?	N	Percentage
Initial Acquisition Training	28	8.6
Sustainment/Enhancement Training	48	14.8
Both of the above	32	9.8
Neither of the above	217	66.8
2. Have you participated in military-provided immersion training?	N	Percentage
Yes	84	25.9
No	240	74.1
3. Have you EVER received language training paid for and/or sponsored by the military or government?	N	Percentage
Yes	163	50.2
No	162	49.8

Table Q37: Initial Acquisition Language Training.

Directions: Answer the following questions about your initial acquisition language training in your official or required language.		
1. What was the source of your initial acquisition language training?	N	Percentage
DLI (at Monterey, California)	46	75.4
USAJFKSWCS	1	1.6
Unit/Command Language Program (CLP)	6	9.8
DLI (at Washington, DC)	6	9.8
Other	2	3.3
2. What was the instructional mode of your initial acquisition language training?	N	Percentage
Classroom	51	85.0
Classroom followed by immersion	8	13.3
DL (i.e., distance/distributive learning)	-	-
Other	1	1.7

Table Q38: Initial Acquisition Language Training.

Answer the following about your instructor(s)...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3.	My instructor was effective in preparing me to use my language skills.	59	4.0	0.96	75.9	5.1	1.7	8.5	54.2	30.5
4.	It was clear that the instructor incorporated SOF considerations in his/her teaching objectives (e.g. mission language requirements).	44	2.3	1.12	33.5	25.0	38.6	15.9	18.2	2.3
5.	My instructor utilized current examples from TV, movies, radio, magazines, and newspapers to teach the language.	59	4.2	0.97	79.2	3.4	5.1	3.4	47.5	40.7
6.	My instructor was knowledgeable about how the language is currently used.	59	4.0	1.06	74.6	3.4	6.8	15.3	37.3	37.3
7.	The instructor encouraged students to speak in the target language.	59	4.5	0.86	87.7	3.4	-	3.4	28.8	64.4

Table Q39: Initial Acquisition Language Training.

Answer the following about the curriculum...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
8.	The primary emphasis of the curriculum was on the formal language.	59	4.5	0.68	87.7	-	3.4	-	39.0	57.6
9.	The curriculum included slang and/or street language.	59	2.5	1.06	37.3	15.3	45.8	15.3	22.0	1.7
10.	The materials used in training were free from error.	59	2.8	1.27	44.5	18.6	27.1	22.0	22.0	10.2
11.	The curriculum included instruction and practice in all four skill modalities (i.e. reading, writing, speaking, and listening).	59	4.2	1.04	79.7	3.4	8.5	-	42.4	45.8
12.	The curriculum covered the vocabulary necessary for my job and missions.	59	2.9	1.22	46.2	15.3	27.1	23.7	25.4	8.5
13.	The curriculum was pre-packaged and not customized to SOF.	45	4.0	0.88	76.1	-	8.9	8.9	51.1	31.1
14.	The course would have been more effective if we had covered less content in more detail.	58	2.8	0.97	44.8	6.9	32.8	39.7	15.5	5.2

Table Q40: Sustainment/Enhancement Language Training.

Directions: Answer the following questions about your sustainment/enhancement language training in your official or required language.		
1. What was the source of your sustainment/enhancement language training?	N	Percentage
DLI (at Monterey, California)	2	2.5
Unit/Command Language Program (CLP)	72	91.1
DLI (at Washington, DC)	4	5.1
Self-Study	1	1.3
2. What was the instructional mode of your sustainment/enhancement language training?	N	Percentage
Language Lab	11	13.6
Distance Learning (DL)	3	3.7
College classes	4	4.9
Immersion	18	22.2
Classroom (DLI/Unit)	36	44.4
Language days/activities	5	6.2
Tutoring	3	3.7
Other	1	1.2
3. Did you have an instructor for your sustainment/enhancement language training?	N	Percentage
Yes	65	81.3
No	15	18.8

Table Q41: Sustainment/Enhancement Language Training.

Answer the following about your instructor(s)...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4.	My instructor was effective in preparing me to use my language skills.	65	3.9	0.90	72.7	3.1	4.6	12.3	58.5	21.5
5.	It was clear that the instructor incorporated SOF considerations in his/her teaching objectives (e.g. mission language requirements).	39	2.1	0.94	27.6	28.2	3.6	17.9	10.3	-
6.	My instructor utilized current examples from TV, movies, radio, magazines, and newspapers to teach the language.	64	4.1	0.85	78.1	1.6	4.7	6.3	54.7	32.8
7.	My instructor was knowledgeable about how the language is currently used.	65	4.2	0.91	80.0	1.5	4.6	9.2	41.5	43.1
8.	The instructor encouraged students to speak in the target language.	65	4.3	0.89	81.9	-	7.7	6.2	36.9	49.2

Table Q42: Sustainment/Enhancement Language Training.

Answer the following about the curriculum...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
9.	The primary emphasis of the curriculum was on the formal language.	75	4.1	0.83	76.7	-	9.3	2.7	60.0	28.0
10.	The curriculum included slang and/or street language.	76	2.9	1.17	47.7	10.5	35.5	11.8	36.8	5.3
11.	The materials used in training were free from error.	76	3.3	1.03	58.6	3.9	21.1	19.7	47.4	7.9
12.	The curriculum included instruction and practice in all four skill modalities (i.e. reading, writing, speaking, and listening).	77	3.5	1.27	63.3	6.5	24.7	1.3	44.2	23.4
13.	The curriculum covered the vocabulary necessary for my job and missions.	76	3.0	1.12	48.7	7.9	32.9	23.7	27.6	7.9
14.	The curriculum was pre-packaged and not customized to SOF.	56	3.7	1.19	67.9	5.4	14.3	12.5	39.3	28.6
15.	The course would have been more effective if we had covered less content in more detail.	71	2.9	1.10	47.2	7.0	36.6	25.4	22.5	8.5

Table Q43: Immersion Training.

Directions: When answering these questions, think about the most recent immersion training that you have had.		
1. How many weeks was your immersion training?	N	Percentage
0-2 weeks	19	24.4
3-4 weeks	28	35.9
5-6 weeks	9	11.5
7-10 weeks	6	7.7
11-20 weeks	3	3.8
21-30 weeks	3	3.8
31-40 weeks	1	1.3
40 + weeks	9	11.5
3. What kind of immersion training was it?	N	Percentage
Iso-immersion (i.e., CONUS)	33	40.7
Immersion training (i.e., OCONUS)	48	59.3

Table Q44: Immersion Training.

4. What language were you studying during immersion training?	N	Percentage
Chinese-Mandarin	3	3.8
French	2	2.5
German	7	8.9
Indonesian	1	1.3
Korean	11	13.9
Modern Standard Arabic	19	24.1
Persian-Farsi	3	3.8
Russian	15	19.0
Serbian-Croatian	1	1.3
Spanish	10	12.7
Thai	1	1.3
Urdu	1	1.3
Vietnamese	2	2.5
Miscellaneous CAT II	1	1.3
Miscellaneous CAT III	1	1.3
Miscellaneous CAT IV	1	1.3

Table Q45: Immersion Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
5.	My language proficiency improved as a result of immersion training.	81	4.2	0.89	80.3	-	7.4	8.6	39.5	44.4
6.	I would have benefited more from immersion training if my initial proficiency was higher.	80	3.5	1.10	61.3	3.8	20.0	20.0	40.0	16.3
7.	Immersion training is the most effective way to acquire language skills.	83	4.4	0.92	84.0	-	6.0	12.0	21.7	60.2
8.	I think that OCONUS immersion training is a boondoggle.	73	1.8	0.98	19.5	52.1	24.7	17.8	4.1	1.4

Table Q46: Training Effectiveness on Deployment.

Directions: answer the following questions related to your most recent training experience in which you were deployed in that language after training (i.e. took a course and deployed)		
1. Please indicate your most recent training experience in which you were deployed in that language after training:	N	Percentage
Initial acquisition language training	59	39.3
Sustainment/enhancement training in official or required AOR language	72	48.0
Pre-deployment training in language outside AOR (e.g., GWOT language)	19	12.7

Table Q47: Training Effectiveness on Deployment.

Directions: Answer the following questions related to your most recent training experience in which you were deployed in that language after training (i.e. took a course and deployed).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2.	The language training I received prepared me for situations that I commonly encountered while deployed or on the mission.	132	3.1	1.11	52.7	6.8	28.8	18.9	37.9	7.6
3.	As a result of language training, I had no problem(s) speaking with local people, asking directions, giving commands, and reserving lodging.	136	3.5	1.13	61.2	5.1	17.6	22.1	37.5	17.6
4.	As a result of language training, I had no problem(s) building rapport/trust with local people.	134	3.5	1.15	61.4	5.2	17.9	23.1	33.6	20.1
5.	As a result of language training, I had no problem (s) reading street signs, warning markers, graffiti, important documents, and news.	135	3.6	1.17	65.3	5.8	16.1	10.9	45.3	21.9
6.	As a result of language training, I had no problem(s) listening to local people, answering their questions, and following local news programs.	135	3.1	1.19	52.2	8.9	28.1	19.3	32.6	11.1
7.	While deployed, I encountered situations where I felt that more substantial language training should have been required.	130	4.1	0.94	77.7	0.8	6.2	16.2	35.4	41.5

Table Q48: Training Effectiveness on Deployment.

Directions: Answer the following questions related to your most recent training experience in which you were deployed in that language after training (i.e. took a course and deployed).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
8.	I was taught in the most up-to-date form of the language (i.e. how the language is currently used).	141	3.1	1.27	53.0	12.8	21.3	22.0	29.1	14.9
9.	While deployed, I found that I received incorrect information during language training.	126	2.7	1.16	43.1	11.9	41.3	16.7	23.0	7.1

Table Q49: General Attitudes toward Language Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I believe that official language training is essential for success on the job.	270	4.2	1.21	79.1	8.1	3.3	7.4	26.3	54.8
2.	I do not believe the official language training focuses on the language skills and mission situations important to SOF.	194	3.1	1.16	51.8	11.9	16.5	36.1	23.7	11.9
3.	I would sacrifice some of the training allocated to my SOF skills training (e.g. weapons training) to shift to language proficiency.	148	3.2	1.12	55.6	6.1	22.3	27.7	31.1	12.8
4.	I do not put much effort into language training.	274	2.4	1.09	34.5	21.2	42.7	16.8	15.7	3.6
5.	I want to succeed in language training so that I will do well on missions.	276	4.5	0.71	86.1	0.7	1.1	5.1	39.1	54.0
6.	I am motivated to succeed in language training because I want to receive FLPP.	270	3.5	1.16	62.7	5.2	15.9	24.4	31.9	22.6
7.	I am motivated to succeed in language training because I am accountable to my team for my language abilities.	227	4.3	0.86	82.1	1.3	1.3	14.5	33.5	49.3
8.	I would be more motivated to perform well in language training if it was a criteria for promotions or would be used in future decisions about my job.	277	4.0	1.10	73.7	4.3	6.9	16.2	34.7	37.9
9.	Language training will make a good addition to my resume.	292	4.3	0.81	83.3	0.7	2.7	9.6	36.6	50.3
10.	My chain of command cares about my language proficiency.	273	2.8	1.23	44.6	18.7	23.1	28.9	19.8	9.5

Table Q50: Attitudes toward Immersion Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
11.	I am often pulled out of language training for non-critical details.	193	3.3	1.16	58.2	6.2	18.7	30.1	26.4	18.7
12.	My chain of command will make the sacrifices necessary to ensure that I sustain my language proficiency.	243	2.5	1.14	38.6	19.3	33.3	28.0	12.3	7.0
13.	Maintaining proficiency in my core SOF skills does not leave time for maintaining appropriate language proficiency.	105	3.0	0.83	50.2	2.9	19.0	58.1	14.3	5.7
14.	With the current OPTEMPO, sustainment/enhancement training in my official language is impossible.	212	3.1	1.13	53.2	6.6	23.1	35.8	19.8	14.6
15.	I would put more effort into language training if the resources were more accessible.	273	4.1	0.94	76.7	2.6	3.3	15.4	42.1	36.6
16.	Selection for OCONUS immersion training is fair.	202	2.9	1.03	48.5	12.4	13.4	47.5	21.3	5.4
18.	OCONUS immersion training should occur regularly as part of sustainment/enhancement training.	237	4.3	0.78	81.2	0.4	0.8	15.6	39.7	43.5
19.	OCONUS immersion training is used (viewed) as a motivating reward rather than for skill enhancement.	208	3.6	0.91	64.3	1.4	6.3	44.7	28.8	18.8
20.	My command thinks that OCONUS immersion training is a boondoggle.	194	3.4	1.01	58.8	4.1	10.8	46.9	22.2	16.0
21.	CONUS iso-immersion is equally as effective as OCONUS immersion.	214	2.5	1.07	38.2	18.7	29.9	36.9	8.9	5.6

Table Q51: Technology-Delivered Training.

Directions: Answer the following questions regarding your opinions and experiences with technology.			
1. Have you ever used technology-delivered training (Examples: Computer based training, video teleconferencing, distance/distributive learning, self-paced language learning software, etc.)?		N	Percentage
Yes		122	80.3
No		30	19.7

Table Q52: Technology-Delivered Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2.	I believe that classroom training is more useful than technology-delivered training (TDT) for the initial acquisition of a language.	151	4.2	0.97	79.0	0.7	7.9	12.6	35.5	46.4
3.	I would be likely to use TDT options if they were available.	156	3.8	0.92	70.4	1.9	7.7	18.6	50.6	21.2
4.	I believe that TDT means that I will be completing training on my own time/ at home (e.g. not duty time).	155	3.5	0.95	63.4	2.6	12.9	24.5	48.4	11.6
5.	I believe that TDT is used most effectively when supplementing classroom instruction.	154	4.2	0.83	78.7	0.6	5.2	8.4	50.0	35.7
6.	I would be more likely to use TDT if it was scheduled (i.e., on duty time) versus when it is on my own time (i.e., not duty time).	151	4.0	1.00	74.7	2.0	7.3	16.6	38.4	35.8
7.	I believe that TDT is an effective way to learn language skills.	153	3.2	1.04	55.7	5.2	20.3	30.1	35.3	9.2
8.	I believe that TDT is an effective way to sustain/enhance my language skills.	154	3.8	0.83	70.6	1.3	7.1	14.9	61.0	15.6
9.	I believe that TDT is only effective when trainees are motivated.	154	4.1	0.90	77.3	1.3	4.5	14.3	43.5	36.4
10.	I have heard of the SOFTS (Special Operations Forces Training System) program where SOF personnel can take a class with a live instructor over the internet using PC-based tele-conferencing.	92	2.1	1.17	28.5	39.1	28.3	14.1	16.3	2.2
11.	I would participate in SOFTS if I had the opportunity.	108	4.2	0.82	79.2	-	4.6	12.0	45.4	38.0

Table Q53: Technology-Delivered Training.

I am more likely to use TDT rather than face-to-face (i.e. classroom) instruction because TDT...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
12.	Provides the convenience of working at home.	145	3.2	1.09	54.7	9.7	17.9	21.4	46.2	4.8
13.	Allows you to complete training at your own pace.	146	3.4	1.14	59.8	8.9	15.1	14.4	51.4	10.3
14.	Reduces external pressures such as live instructors or peers.	145	2.5	1.12	37.4	20.0	36.6	20.7	19.3	3.4

Table Q54: Technology-Delivered Training.

Directions: Answer the following questions regarding your opinions and experiences with technology.		
15. Have you ever used machine language translation (MLT) devices (Example: Phraselator or Voice Response Translator (VRT))?	N	Percentage
Yes	28	18.3
No	125	81.7
16. Have you ever used the Phraselator?	N	Percentage
Yes	12	7.7
No	144	92.3
17. Have you ever used the VRT?	N	Percentage
Yes	10	6.5
No	145	93.5
18. Have you ever used S-Minds?	N	Percentage
Yes	3	1.9
No	153	98.1

Table Q55: Technology-Delivered Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
19.	I believe that MLT is an effective way to communicate.	67	2.4	0.97	34.3	20.9	32.8	35.8	9.0	1.5
20.	I believe that MLT is effective for the SOF core tasks I conduct that require language capability.	49	2.7	0.85	42.4	10.2	22.4	57.1	8.2	2.0
21.	I believe that MLT shows promise for the future.	79	3.3	0.98	58.2	6.3	10.1	35.4	40.5	7.6
22.	I believe that MLT cannot replace language trained operators.	94	4.3	0.96	83.0	1.1	4.3	16.0	19.1	59.6

Table Q56: Organizational Climate and Support.

Directions: Answer the following questions regarding organizational climate and support.							
Rate your command on how well it does on each of the following:		N	Percentage (%) of Responses				
			A (Excellent)	B (Above Average)	C (Average)	D (Below Average)	F (Fail)
1.	Allocating duty hours/weeks to language training or language practice.	291	10.7	10.3	28.9	15.1	35.1
2.	Encouraging the use of your language during non-language training.	292	7.9	8.9	30.1	20.9	32.2
3.	Placing command emphasis on language proficiency.	288	11.8	14.2	26.4	17.4	30.2
4.	Providing support to help you acquire and maintain enough proficiency to qualify for FLPP.	288	10.8	9.4	27.8	19.1	33.0
5.	Providing recognition and awards related to language.	290	7.2	8.6	24.8	21.0	38.3
6.	Providing language learning materials.	290	10.3	12.1	30.3	17.2	30.0
7.	Ensuring quality language instruction is available.	287	9.8	11.1	27.5	17.8	33.8
8.	Ensuring pre-deployment training is available.	286	10.1	11.5	29.4	15.4	33.6
9.	Placing command emphasis on taking the DLPT on time.	286	14.3	16.1	24.8	16.1	28.7
10.	Finding ways to increase time for language training.	289	5.9	7.3	29.4	20.1	37.4
11.	Ensuring that personnel in language training are not pulled for non-critical details.	281	6.8	9.3	31.0	17.4	35.6

Table Q57: Language and Attrition.

Directions: Answer the following questions regarding language and its relation to attrition.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I intend to leave SOF if I am unable to get the language training I need.	64	3.0	1.18	49.6	12.5	15.6	48.4	7.8	15.6
2.	I have considered leaving SOF to pursue a job in the civilian world where my language skills will be highly compensated.	68	3.4	1.20	60.7	5.9	17.6	27.9	25.0	23.5
3.	My decision to re-enlist in SOF is based in part on issues relating to language proficiency and language training.	63	3.0	1.06	49.2	11.1	15.9	46.0	19.0	7.9
4.	I intend to leave SOF if language requirements are increased.	66	2.4	1.04	35.6	22.7	25.8	42.4	4.5	4.5
5.	I am likely to re-enlist in SOF.	73	3.6	0.99	63.7	2.7	6.8	43.8	26.0	20.5

Table Q58: Demographics.

To which military branch of service are you assigned?	N	Percentage
Air Force	-	-
Army	325	100.0
Navy	-	-
Have you been deployed with a SOF Unit in the past four (4) years?	N	Percentage
Yes	22	6.8
No	303	93.2
How many years of total service in SOF do you have?	N	Percentage
Less than one year	138	65.7
1-4 years	37	17.6
5-8 years	14	6.7
9-12 years	8	3.8
12-16 years	6	2.9
17-20 years	4	1.9
More than 20 years	3	1.4
How long have you been working in your current job?	N	Percentage
Less than one year	58	20.0
1-4 years	127	43.8
5-8 years	33	11.4
9-12 years	26	9.0
12-16 years	14	4.8
17-20 years	17	5.9
More than 20 years	15	5.2

Table Q59: Demographics.

What is your current official or required language?	N	Percentage
Cambodian (Khmer)	2	0.8
Chinese-Mandarin	13	4.9
French	11	4.2
German	24	9.1
Indonesian	2	0.8
Korean	28	10.6
Modern Standard Arabic	43	16.3
Pashtu	1	0.4
Persian-Farsi	4	1.5
Polish	1	0.4
Portuguese (Brazilian)	2	0.8
Russian	35	13.3
Serbian-Croatian	5	1.9
Spanish	66	25.0
Tagalog (Filipino)	5	1.9
Thai	5	1.9
Urdu	2	0.8
Vietnamese	3	1.1
Japanese	3	1.1
Italian	1	0.4
Miscellaneous CAT I	2	0.8
Miscellaneous CAT II	1	0.4
Miscellaneous CAT III	4	1.5
Miscellaneous CAT IV	1	0.4

Table Q60: Demographics.

What other languages are you proficient in besides your current official or required language?	N	Percentage
Cambodian (Khmer)	2	0.8
Chinese-Mandarin	6	2.5
Dari	1	0.4
French	27	11.4
German	37	15.7
Korean	7	3.0
Modern Standard Arabic	8	3.4
Pashtu	3	1.3
Persian-Farsi	3	1.3
Polish	5	2.1
Portuguese (Brazilian)	11	4.7
Russian	14	5.9
Serbian-Croatian	9	3.8
Spanish	58	24.6
Tagalog (Filipino)	3	1.3
Thai	2	0.8
Urdu	1	0.4
Vietnamese	1	0.4
Japanese	4	1.7
Italian	11	4.7
Miscellaneous CAT I	4	1.7
Miscellaneous CAT II	1	0.4
Miscellaneous CAT III	9	3.8
Miscellaneous CAT IV	9	3.8

Table Q61: Demographics.

How long have you been deployed in the last 12 months?	N	Percentage
Have not been deployed	162	50.8
1-2 months	23	7.2
3-4 months	23	7.2
5-6 months	26	8.2
More than 6 months	85	26.6
How many times have you been deployed on exercises or operations in your AOR? Include all deployments during your career.	N	Percentage
Have not been deployed	98	31.4
1-2 times	104	33.3
3-4 times	42	13.5
5-6 times	18	5.8
More than 6 times	50	16.0
How many times have you been deployed on exercises or operations outside of your AOR? Include all deployments during your career.	N	Percentage
Have not been deployed	136	44.2
1-2 times	96	31.2
3-4 times	37	12.0
5-6 times	15	4.9
More than 6 times	24	7.8

Table Q62: Demographics.

Which operator type best describes you?	N	Percentage
Non-SOF MI, FAO, or other linguists (Non-SOF, language coded positions)	325	100.0

Table Q63: Demographics.

What is your grade?	N	Percentage
E3	6	2.0
E4	53	17.3
E5	53	17.6
E6	50	16.3
E7	38	12.4
E8	8	2.6
E9	1	0.3
WO-01	4	1.3
WO-02	6	2.0
WO-03	6	2.0
WO-04	4	1.3
WO-05	1	0.3
O-1	9	2.9
O-2	9	2.9
O-3	19	6.2
O-4	17	5.6
O-5	15	4.9
O-6	6	2.0
O-7	1	0.3

Table Q64: Demographics.

Are you currently on active duty?	N	Percentage
Yes	243	75.7
No	78	24.3
Are you a member of the Reserves/National Guard?	N	Percentage
Yes	125	38.9
No	196	61.1

Appendix R: Army RC personnel²⁹³

²⁹³ This group includes all survey respondents who indicated that they were a member of the Reserves/National Guard.

Table R1: General Language Requirements.

Questions										
1. Think about the use of street dialect (e.g. blue-collar/slang) in conversation with people in the deployment location. Example: Asking for directions from or giving important instructions to the typical person you encounter while deployed.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you use this street dialect?	115	3.6	1.14	63.9	4.3	13.9	28.7	27.8	25.2
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is street dialect to completing SOF core tasks?	116	3.5	1.02	61.9	2.6	9.5	47.4	19.0	21.6

Table R2: General Language Requirements.

2. Think about giving commands in a direct action scenario in the deployment language. Example: "Get down!" or "Drop the weapon!"										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you give this type of command?	115	3.0	1.26	50.2	14.8	22.6	20.9	30.4	11.3
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is giving this type of command?	115	4.0	1.03	74.1	0.9	8.7	23.5	27.0	40.0

Table R3: General Language Requirements.

Questions										
3. Think about the use of formal language in conversation with people in the deployment location. Example: Giving a thank you speech to local country hosts or conducting business negotiations with officials.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you use this formal language?	116	3.2	1.25	55.2	10.3	19.8	27.6	23.3	19.0
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is formal language to completing SOF core tasks?	115	3.5	1.00	62.8	2.6	10.4	39.1	28.7	19.1

Table R4: General Language Requirements.

4. Think about the use of language in building rapport with people in the deployment location. Example: The initial meeting with the local militia leader.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	117	4.2	0.89	80.1	-	4.3	17.9	30.8	47.0
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	115	4.4	0.85	85.0	0.9	0.9	15.7	22.6	60.0

Table R5: General Language Requirements.

Questions										
5. Think about the use of military or technical vocabulary in conversation with people in the deployment location. Example: Training local mechanics, policemen, or soldiers.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often do you use military-technical vocabulary?	117	3.2	1.15	55.3	8.5	16.2	35.9	23.9	15.4
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this vocabulary to completing SOF core tasks?	115	3.4	1.10	60.0	2.6	19.1	34.8	22.6	20.9

Table R6: General Language Requirements.

6. Think about reading in the language of the deployment country. Examples: Identifying important documents, reading signs/graffiti, and navigation.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	116	3.9	1.07	71.3	2.6	8.6	23.3	31.9	33.6
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	115	4.0	0.97	75.0	0.9	7.0	20.9	33.9	37.4

Table R7: General Language Requirements.

Questions										
7. Think about writing in the language of the deployment country. Example: Making written arrangements (contracts) with local officials, writing an operations order, or writing a list of supplies for a local guide to purchase.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	113	2.7	1.11	42.3	13.3	33.6	31.9	13.3	8.0
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	113	2.9	1.03	48.7	2.7	36.3	36.3	13.3	11.5

Table R8: General Language Requirements.

8. Think about listening to conversations or broadcasts in the language of the deployment country. Example: Listening to conversations at a café or a radio broadcast to determine local support for your presence.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
a.	How often does this take place?	115	3.8	1.05	69.8	1.7	9.6	27.8	29.6	31.3
						Not Important	Low Importance	Important	High Importance	Critical
b.	How important is this to completing SOF core tasks?	114	3.9	0.99	72.1	-	9.6	26.3	29.8	34.2

Table R9: General Language Requirements.

Questions		
9. Which statement best describes the level of language proficiency ideal for your typical tasks and duties?	N	Percentage
None	2	1.7
Asking directions; reading street signs or a map; giving basic commands; using simple common courtesy phrases and questions ("tourist guide" phrases); limited knowledge of the culture.	13	11.1
Asking and responding to questions beyond the standard "tourist guide" phrases; limited conversation/dialogue; listening and understanding the typical radio/TV broadcasts or conversation; getting the gist of newspaper headlines or articles; working knowledge and understanding of the culture.	29	24.8
Extended dialogue/conversation on a variety of topics; reading important documents or the local newspaper with a good understanding; listening and understanding most conversations or broadcasts; and ability to understand culturally appropriate humor and metaphors.	47	40.2
Negotiations; persuading others with complex issues or thoughts; writing contracts or complex messages; reading very sophisticated or technical materials; complete comprehension of conversations and broadcasts; confidence in all levels of conversation; and ability to use culturally appropriate humor and metaphors.	26	22.2

Table R10: Mission-based Language Requirements.

1. What was your primary SOF core task on this deployment?	N	Percentage
Direct Action (DA)	8	6.9
Special Reconnaissance (SR)	8	6.9
Unconventional Warfare (UW)	17	14.7
Foreign Internal Defense (FID)	8	6.9
Civil Affairs Operations (CAO)	35	30.2
Psychological Operations (PSYOP)	20	17.2
Counterterrorism (CT)	6	5.2
Counterproliferation of WMD (CP)	-	-
Information Operations (IO)	3	2.6
Force Protection (FP)	-	-
Miscellaneous Intelligence (Intel.)	7	6.0
Planning and Administrative Support (Admin.)	2	1.7
Other	2	1.7
2. Was this mission inside or outside your AOR?	N	Percentage
Inside AOR	57	49.1
Outside AOR	59	50.9

Table R11: Mission-based Language Requirements.

3. Which statements best describes the level of language proficiency ideal for you tasks and duties on this mission?	N	Percentage
None	8	6.8
Asking directions; reading street signs or a map; giving basic commands; using simple common courtesy phrases and questions ("tourist guide" phrases); limited knowledge of the culture.	11	9.4
Asking and responding to questions beyond the standard "tourist guide" phrases; limited conversation/dialogue; listening and understanding the typical radio/TV broadcasts or conversation; getting the gist of newspaper headlines or articles; working knowledge and understanding of the culture.	30	25.6
Extended dialogue/conversation on a variety of topics; reading important documents or the local newspaper with a good understanding; listening and understanding most conversations or broadcasts; and ability to understand culturally appropriate humor and metaphors.	48	41.0
Negotiations; persuading others with complex issues or thoughts; writing contracts or complex messages; reading very sophisticated or technical materials; complete comprehension of conversations and broadcasts; confidence in all levels of conversation; and ability to use culturally appropriate humor and metaphors.	20	17.1
4. Which of the following language-related tasks were required for this mission?	N	Percentage
Topic specific instruction; teaching a class on how to employ and maintain equipment, teaching tactics, explaining the role and function of staff personnel.	1	0.9
Establishing and building rapport and some level of trust with a political or military figure.	40	34.2
Both a and b	62	53.0
Neither a and b	14	12.0
5. How long were you deployed in this country?	N	Percentage
Less than 3 months	12	10.3
3 – 6 months	17	14.5
6 – 12 months	72	61.5
Over 12 months	16	13.7

Table R12: Mission-based Language Requirements.

How much did the mission require you to use the following in the deployment language?		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Always
6.	Military-specific language	112	2.9	1.08	46.4	11.6	28.6	25.0	32.1	2.7
7.	Formal language	114	2.8	0.99	45.6	9.6	26.3	39.5	21.1	3.5
8.	Slang/street language	113	3.3	1.06	58.2	6.2	14.2	31.9	36.3	11.5
9.	Local dialect	112	3.5	1.27	61.8	10.7	12.5	17.9	36.6	22.3
10.	Speaking skills	112	3.7	1.12	67.2	6.3	8.9	18.8	42.0	24.1
11.	Listening skills	113	3.9	1.17	73.0	6.2	8.0	11.5	36.3	38.1
12.	Reading skills	114	2.9	1.13	46.3	14.0	23.7	31.6	24.6	6.1
13.	Writing skills	114	2.2	1.03	29.4	28.1	39.5	23.7	4.4	4.4
14.	Job aids (Example: note cards or Kwikpoint, but not interpreters)	105	2.2	1.15	30.7	37.1	21.9	22.9	17.1	1.0
15.	Interpreters	112	4.3	1.15	81.3	6.3	2.7	10.7	20.5	59.8

Table R13: Mission-based Language Requirements.

Please rate the following on a scale of Strongly Disagree to Strongly Agree		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
16.	I was well prepared for this deployment in terms of language and cultural understanding.	113	2.6	1.33	39.4	25.7	30.1	15.9	17.7	10.6
17.	I used my language skills frequently while on this deployment.	107	3.6	1.40	66.1	14.0	7.5	14.0	29.0	35.5

Table R14: Mission-based Language Requirements.

How important do you believe language proficiency is for...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Not Important	Low Importance	Important	High Importance	Critical
18.	Building rapport/trust	117	4.5	0.71	86.3	-	0.9	10.3	31.6	57.3
19.	Training or teaching others	114	3.8	0.99	70.8	0.9	10.5	21.9	37.7	28.9
20.	Reducing need for interpreters/translators	113	3.9	1.08	72.3	2.7	8.8	21.2	31.0	36.3
21.	Logistics (i.e. saving time or convenience in getting things done).	117	3.6	0.97	65.6	-	12.0	36.8	28.2	23.1
22.	Timely identification of important documents	117	3.8	1.09	69.7	1.7	11.1	28.2	24.8	34.2
23.	Giving basic commands	117	3.8	0.98	70.9	-	10.3	26.5	32.5	30.8
24.	Discrete eavesdropping	117	4.1	0.99	78.4	0.9	7.7	14.5	30.8	46.2
25.	Increasing situational awareness	117	4.3	0.79	83.1	-	1.7	14.5	33.3	50.4
26.	Maintaining control in hostile confrontations	116	4.1	0.98	78.2	0.9	6.9	16.4	30.2	45.7
27.	Persuading people to provide sensitive information	117	4.1	1.00	76.5	1.7	5.1	21.4	29.1	42.7
28.	Negotiations	114	4.1	0.96	76.3	0.9	4.4	24.6	28.9	41.2

Table R15: Use of Interpreters.

1. Have you used an interpreter on a mission in the past four years?	N	Percentage
Yes	101	86.3
No	16	13.7

Table R16: Use of Interpreters.

Directions: Answer the following questions about your experiences with interpreters on your missions. Think about this across all of your deployments inside and outside your AOR (i.e., your unit's normal area of responsibility).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Very Often
1.	How often do you use CAT I interpreters (i.e. Local hire, indigenous personnel, not vetted; OR a US citizen, not vetted)?	100	4.3	1.08	82.0	2.0	7.0	15.0	13.0	63.0
2.	How often do you use CAT II/III interpreters (i.e. US citizen with a secret OR top secret clearance)?	99	2.9	1.30	47.0	17.2	25.3	24.2	19.2	14.1

Table R17: Use of Interpreters.

Directions: Answer the following questions about your experiences with interpreters on your missions. Think about this across all of your deployments inside and outside your AOR (i.e., your unit's normal area of responsibility).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3.	If I were more proficient in my current or official language, I would be less likely to rely on interpreters.	99	4.2	1.12	79.3	5.1	5.1	9.1	29.3	51.5
4.	In my experiences, I have observed situations where interpreters have compromised the mission outcome.	100	3.7	1.15	68.3	6.0	8.0	23.0	33.0	30.0
5.	I use interpreters only when advanced/high levels of proficiency are required.	98	2.8	1.21	45.4	13.3	33.7	21.4	21.4	10.2
6.	It would have been useful to receive training on using interpreters prior to deployment.	96	3.7	0.96	68.0	2.1	8.3	26.0	42.7	20.8
7.	Interpreters are essential for carrying out missions.	101	4.0	0.93	74.8	-	7.9	19.8	37.6	34.7
8.	I feel our unit is too dependent on interpreters.	99	4.1	1.15	77.8	3.0	10.1	12.1	22.2	52.5
9.	My unit frequently uses interpreters when deployed inside the normal AOR.	96	3.9	1.17	72.1	4.2	13.5	8.3	37.5	36.5
10.	I can be as effective on my missions without an interpreter.	100	2.2	1.16	28.8	33.0	39.0	15.0	6.0	7.0
11.	In my experience, most interpreters were trustworthy.	100	3.3	1.02	57.5	5.0	15.0	36.0	33.0	11.0
12.	In my experience, most interpreters were competent.	101	3.5	0.91	63.4	2.0	10.9	30.7	44.6	11.9

Table R18: Outside AOR Deployment.

1. Have you been deployed out of your unit's normal Area of Responsibility (AOR) in the past four years?	N	Percentage
Yes	77	65.8
No	40	34.2

Table R19: Outside AOR Deployment.

Directions: Answer these questions according to your most recent deployment outside of your unit's AOR or normal area of responsibility (e.g., GWOT mission).		
1. Which statement best describes the level of language proficiency ideal for you tasks and duties on this mission?	N	Percentage
None	7	9.3
Asking directions; reading street signs or a map; giving basic commands; using simple common courtesy phrases and questions ("tourist guide" phrases); limited knowledge of the culture.	9	12.0
Asking and responding to questions beyond the standard "tourist guide" phrases; limited conversation/dialogue; listening and understanding the typical radio/TV broadcasts or conversation; getting the gist of newspaper headlines or articles; working knowledge and understanding of the culture.	26	34.7
Extended dialogue/conversation on a variety of topics; reading important documents or the local newspaper with a good understanding; listening and understanding most conversations or broadcasts; and ability to understand culturally appropriate humor and metaphors.	22	29.3
Negotiations; persuading others with complex issues or thoughts; writing contracts or complex messages; reading very sophisticated or technical materials; complete comprehension of conversations and broadcasts; confidence in all levels of conversation; and ability to use culturally appropriate humor and metaphors.	11	14.7
2. Which of the following language-related tasks were required for this mission?	N	Percentage
Topic specific instruction; teaching a class on how to employ and maintain equipment, teaching tactics, explaining the role and function of staff personnel.	3	4.1
Establishing and building rapport and some level of trust with a political or military figure.	20	27.4
Both a and b	39	53.4
Neither a and b	11	15.1

Table R20: Outside AOR Deployment.

Directions: Answer these questions according to your most recent deployment outside of your unit's AOR or normal area of responsibility (e.g., GWOT mission).		
3. How long were you deployed in this country?	N	Percentage
Less than 3 months	5	6.8
3 – 6 months	14	19.2
6 – 12 months	47	64.4
Over 12 months	7	9.6

Table R21: Outside AOR Deployment.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4.	I was able to meet the language-related requirements of this mission.	67	2.2	1.19	29.5	35.8	32.8	13.4	13.4	4.5
5.	While on this deployment, I experienced language-related issues or deficiencies.	72	4.1	1.16	77.1	5.6	6.9	8.3	31.9	47.2
6.	My proficiency in my official or required language suffered because of this deployment.	60	3.2	1.29	55.4	11.7	21.7	16.7	33.3	16.7
7.	I am confident that I will be able to regain my previous proficiency in my official or required language.	61	3.9	1.15	71.3	4.9	6.6	24.6	26.2	37.7
8.	Prior to deployment, I was proficient in the language required.	62	2.9	1.57	47.2	24.2	29.0	6.5	14.5	25.8

Table R22: Outside AOR Deployment.

9. I received pre-deployment language training?	N	Percentage
Yes	13	17.8
No	60	82.2

Table R23: Use of Interpreters Outside AOR Deployment.

1. Have you used an interpreter on a mission in the past four years?	N	Percentage
Yes	64	87.7
No	9	12.3

Table R24: Use of Interpreters Outside AOR Deployment.

1. What type of interpreter was used for this mission?	N	Percentage
CAT I (i.e., Local hire indigenous personnel, not vetted; OR a US citizen not vetted)	44	69.8
CAT II / CAT III (i.e., US citizen with a secret OR top secret clearance)	13	20.6
Both CAT I and CAT II/III	6	9.5

Table R25: Use of Interpreters Outside AOR Deployment.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2.	Using interpreter(s) was essential for carrying out this mission.	62	4.6	0.61	89.9	-	-	6.5	27.4	66.1
3.	I could have been as effective on this mission without using interpreter(s).	61	1.8	0.92	19.3	44.3	44.3	3.3	6.6	1.6
4.	The interpreter(s) that I used on this mission was (were) trustworthy.	62	3.6	1.00	65.7	3.2	11.3	21.0	48.4	16.1
5.	The interpreter(s) that I used on this mission was (were) competent.	62	3.8	0.93	69.8	-	12.9	16.1	50.0	21.0
6.	I feel that during this mission, I was too dependent on interpreters.	62	4.1	1.02	77.4	1.6	8.1	12.9	33.9	43.5
7.	My unit frequently uses interpreters when outside the normal AOR.	60	4.4	0.74	85.8	-	1.7	10.0	31.7	56.7

Table R26: Beliefs about Proficiency.

Directions: Respond to the following items based on your skills related to your official or required language.		
1. Do you have any level of proficiency in a language other than English?	N	Percentage
Yes	330	93.8
No	22	6.3

Table R27: Beliefs about Proficiency.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Never	Seldom	Sometimes	Often	Always
2.	I feel confident in my ability to use military terminology in the language required by my AOR assignment.	330	3.3	1.24	57.0	8.5	21.2	24.5	25.5	20.3
3.	I feel confident in my ability to satisfy minimum courtesy requirements and maintain very simple face-to-face conversations on familiar topics in the language required by my AOR assignment.	334	4.0	1.21	75.0	6.0	7.5	14.7	24.3	47.6
4.	I feel confident in my ability to participate in informal conversations on practical, social, and professional topics in the language required by my AOR assignment.	330	3.6	1.33	64.5	9.1	14.2	21.2	20.6	34.8

Table R28: Official Language Testing.

1. Have you taken the Defense Language Proficiency Test (DLPT) in the past four years?	N	Percentage
Yes	183	55.5
No	147	44.5
2. Are you currently required to take the DLPT annually?	N	Percentage
Yes	102	59.0
No	71	41.0

Table R29: Official Language Testing.

3. What is your current official or required AOR language?	N	Percentage
Cambodian (Khmer)	1	0.6
Dari	2	1.1
French	11	6.3
German	14	8.0
Indonesian	1	0.6
Korean	13	7.5
Modern Standard Arabic	21	12.1
Pashtu	1	0.6
Persian-Farsi	2	1.1
Polish	2	1.1
Portuguese (Brazilian)	2	1.1
Russian	24	13.8
Spanish	56	32.2
Tagalog (Filipino)	5	2.9
Thai	6	3.4
Urdu	1	0.6
Vietnamese	1	0.6
Italian	1	0.6
Miscellaneous CAT I	1	0.6
Miscellaneous CAT III	4	2.3
Miscellaneous CAT IV	5	2.9

Table R30: Official Language Testing.

4. When was the last time that you took the DLPT in your current official or required AOR language?	N	Percentage
2004	44	25.1
2003	59	33.7
2002	45	25.7
2001	18	10.3
Prior to 2001	9	5.1
5. What is your level of proficiency in your current official or required AOR language according to your most recent DLPT score? (Listening)	N	Percentage
0	3	1.7
0+	15	8.6
1	12	6.9
1+	21	12.1
2	30	17.2
2+	29	16.7
3	64	36.8
6. What is your level of proficiency in your current official or required AOR language according to your most recent DLPT score? (Reading)	N	Percentage
0	3	1.7
0+	6	3.4
1	15	8.6
1+	10	5.7
2	27	15.4
2+	34	19.4
3	80	45.7

Table R31: Official Language Testing.

5. Have you ever taken an Oral Proficiency Interview (OPI)?	N	Percentage
Yes	72	39.3
No	111	60.7

Table R32: Official Language Testing.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
6.	The content of the DLPT is clearly related to what I do during deployment.	165	2.7	1.14	42.1	15.2	33.9	24.2	20.6	6.1
7.	My DLPT scores accurately reflect my ability to use language while on the job.	178	3.2	1.32	53.9	11.2	27.0	15.7	27.0	19.1
8.	Operators who perform well on the DLPT are more likely to successfully use language in the field.	178	3.4	1.15	59.7	5.6	19.7	22.5	34.8	17.4
9.	If my score on the DLPT is too high, my chain of command will take unfair advantage of me.	164	2.3	1.10	31.4	26.8	38.4	23.2	5.5	6.1
10.	I marked the same answer for every question on the DLPT to get it over with quickly.	170	1.2	0.69	5.7	85.9	9.4	2.4	0.6	1.8
11.	I have memorized the answers to the DLPT since it never changes.	169	1.6	1.05	15.7	65.1	18.9	7.1	5.9	3.0
12.	The OPI (Oral Proficiency Interview) is more related to mission performance than the DLPT.	115	3.4	1.07	60.9	4.3	11.3	40.9	23.5	20.0

Table R33: Foreign Language Proficiency Pay.

Directions: Please respond to the following items regarding Foreign Language Proficiency Pay (FLPP)		
1. Have you received Foreign Language Proficiency Pay (FLPP) in the past four years?	N	Percentage
Yes	92	28.1
No	235	71.9
2. Do you currently receive Foreign Language Proficiency Pay (FLPP)?	N	Percentage
Yes	45	13.7
No	283	86.3

Table R34: Foreign Language Proficiency Pay.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3.	FLPP motivates me to acquire new language skills during personal time.	270	3.3	1.35	57.1	11.1	23.0	16.7	24.8	24.4
4.	FLPP motivates me to maintain my current level of language skills during personal time.	266	3.3	1.34	58.7	11.7	18.8	17.3	27.4	24.8
5.	Procedures for allocating FLPP are fair.	258	2.6	1.15	40.0	22.9	20.2	35.7	16.7	4.7
6.	Procedures for receiving FLPP are straight-forward and simple.	261	2.6	1.18	39.1	24.9	21.1	31.4	18.0	4.6
7.	I believe the amount of my FLPP reflects the effort that I have put into learning or maintaining a language.	246	2.4	1.22	35.7	30.9	21.5	26.8	15.4	5.3

Table R35: Foreign Language Proficiency Pay.

8. FLPP would be more motivating if.... (check all that apply)	N	Percentage
The amounts were increased (e.g. more money).	216	60.7
It was paid for lower proficiency levels.	108	30.3
It was paid once per year as a bonus.	52	14.6
We could get FLPP for speaking proficiency.	183	51.4
The Unit would provide more resources for language training.	219	61.5
The Unit would provide more time for language training.	184	51.7
I had been trained to a higher level during initial acquisition.	106	29.8

Table R36: Language Training.

1. Indicate the military-provided training for your current, official, or required language that you have received in the PAST FOUR YEARS?	N	Percentage
Initial Acquisition Training	42	12.0
Sustainment/Enhancement Training	39	11.1
Both of the above	23	6.6
Neither of the above	246	70.3
2. Have you participated in military-provided immersion training?	N	Percentage
Yes	46	13.1
No	305	86.9
3. Have you EVER received language training paid for and/or sponsored by the military or government?	N	Percentage
Yes	147	41.9
No	204	58.1

Table R37: Initial Acquisition Language Training.

Directions: Answer the following questions about your initial acquisition language training in your official or required language.		
1. What was the source of your initial acquisition language training?	N	Percentage
DLI (at Monterey, California)	36	54.5
USAJFKSWCS	15	22.7
Unit/Command Language Program (CLP)	15	22.7
DLI (at Washington, DC)	-	-
Other	-	-
2. What was the instructional mode of your initial acquisition language training?	N	Percentage
Classroom	59	90.8
Classroom followed by immersion	3	4.6
DL (i.e., distance/distributive learning)	3	4.6

Table R38: Initial Acquisition Language Training.

Answer the following about your instructor(s)...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
3.	My instructor was effective in preparing me to use my language skills.	64	4.2	0.85	79.7	1.6	3.1	9.4	46.9	39.1
4.	It was clear that the instructor incorporated SOF considerations in his/her teaching objectives (e.g. mission language requirements).	61	2.8	1.15	45.5	9.8	39.3	16.4	27.9	6.6
5.	My instructor utilized current examples from TV, movies, radio, magazines, and newspapers to teach the language.	64	4.0	1.15	74.6	4.7	10.9	4.7	40.6	39.1
6.	My instructor was knowledgeable about how the language is currently used.	64	4.3	1.04	81.3	3.1	6.3	6.3	31.3	53.1
7.	The instructor encouraged students to speak in the target language.	64	4.5	0.80	88.7	1.6	1.6	4.7	25.0	67.2

Table R39: Initial Acquisition Language Training.

Answer the following about the curriculum...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
8.	The primary emphasis of the curriculum was on the formal language.	65	4.2	0.73	78.8	-	4.6	6.2	58.5	30.8
9.	The curriculum included slang and/or street language.	65	2.7	1.12	43.5	10.8	43.1	10.8	32.3	3.1
10.	The materials used in training were free from error.	65	2.7	1.27	42.7	21.5	26.2	20.0	24.6	7.7
11.	The curriculum included instruction and practice in all four skill modalities (i.e. reading, writing, speaking, and listening).	65	4.1	1.09	76.9	1.5	13.8	4.6	35.4	44.6
12.	The curriculum covered the vocabulary necessary for my job and missions.	65	3.4	1.23	58.8	9.2	18.5	16.9	38.5	16.9
13.	The curriculum was pre-packaged and not customized to SOF.	63	3.6	1.20	64.7	4.8	19.0	14.3	36.5	25.4
14.	The course would have been more effective if we had covered less content in more detail.	64	2.7	1.14	43.4	15.6	29.7	25.0	25.0	4.7

Table R40: Sustainment/Enhancement Language Training.

Directions: Answer the following questions about your sustainment/enhancement language training in your official or required language.		
1. What was the source of your sustainment/enhancement language training?	N	Percentage
DLI (at Monterey, California)	2	3.3
Unit/Command Language Program (CLP)	58	95.1
DLI (at Washington, DC)	-	-
Self-Study	-	-
Other	1	1.6
2. What was the instructional mode of your sustainment/enhancement language training?	N	Percentage
Language Lab	11	18.0
Distance Learning (DL)	3	4.9
College classes	3	4.9
Immersion	11	18.0
Classroom (DLI/Unit)	22	36.1
Language days/activities	2	3.3
Tutoring	8	13.1
Other	1	1.6
3. Did you have an instructor for your sustainment/enhancement language training?	N	Percentage
Yes	50	80.6
No	12	19.4

Table R41: Sustainment/Enhancement Language Training.

Answer the following about your instructor(s)...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4.	My instructor was effective in preparing me to use my language skills.	49	3.8	0.77	70.9	2.0	2.0	20.4	61.2	14.3
5.	It was clear that the instructor incorporated SOF considerations in his/her teaching objectives (e.g. mission language requirements).	40	2.3	1.00	33.1	17.5	50.0	17.5	12.5	2.5
6.	My instructor utilized current examples from TV, movies, radio, magazines, and newspapers to teach the language.	50	3.9	0.91	73.5	-	12.0	8.0	54.0	26.0
7.	My instructor was knowledgeable about how the language is currently used.	50	4.2	0.74	81.0	-	4.0	6.0	52.0	38.0
8.	The instructor encouraged students to speak in the target language.	50	4.5	0.65	86.5	-	-	8.0	38.0	54.0

Table R42: Sustainment/Enhancement Language Training.

Answer the following about the curriculum...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
9.	The primary emphasis of the curriculum was on the formal language.	59	3.7	0.88	67.4	-	16.9	6.8	66.1	10.2
10.	The curriculum included slang and/or street language.	59	3.1	1.03	51.7	1.7	39.0	15.3	39.0	5.1
11.	The materials used in training were free from error.	57	3.2	0.98	54.4	3.5	24.6	28.1	38.6	5.3
12.	The curriculum included instruction and practice in all four skill modalities (i.e. reading, writing, speaking, and listening).	60	3.6	1.13	65.8	5.0	16.7	8.3	50.0	20.0
13.	The curriculum covered the vocabulary necessary for my job and missions.	59	3.1	1.01	53.4	3.4	27.1	28.8	33.9	6.8
14.	The curriculum was pre-packaged and not customized to SOF.	51	3.5	1.21	63.2	3.9	23.5	11.8	37.3	23.5
15.	The course would have been more effective if we had covered less content in more detail.	57	3.0	1.02	49.1	7.0	29.8	24.6	36.8	1.8

Table R43: Immersion Training.

Directions: When answering these questions, think about the most recent immersion training that you have had.		
1. How many weeks was your immersion training?	N	Percentage
0-2 weeks	9	21.4
3-4 weeks	17	40.5
5-6 weeks	3	7.1
7-10 weeks	4	9.5
11-20 weeks	7	16.7
21-30 weeks	1	2.4
40+ weeks	1	2.4
3. What kind of immersion training was it?	N	Percentage
Iso-immersion (i.e., CONUS)	17	38.6
Immersion training (i.e., OCONUS)	27	61.4

Table R44: Immersion Training.

4. What language were you studying during immersion training?	N	Percentage
French	3	7.0
German	3	7.0
Korean	5	11.6
Modern Standard Arabic	6	14.0
Persian-Farsi	1	2.3
Russian	7	16.3
Spanish	15	34.9
Turkish	1	2.3
Vietnamese	1	2.3
Miscellaneous CAT IV	1	2.3

Table R45: Immersion Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
5.	My language proficiency improved as a result of immersion training.	44	4.2	0.99	79.0	-	9.1	13.6	29.5	47.7
6.	I would have benefited more from immersion training if my initial proficiency was higher.	43	3.6	0.95	65.7	-	16.3	20.9	46.5	16.3
7.	Immersion training is the most effective way to acquire language skills.	45	4.4	0.78	85.0	-	2.2	11.1	31.1	55.6
8.	I think that OCONUS immersion training is a boondoggle.	42	1.8	1.00	19.6	52.4	23.8	19.0	2.4	2.4

Table R46: Training Effectiveness on Deployment.

Directions: answer the following questions related to your most recent training experience in which you were deployed in that language after training (i.e. took a course and deployed)		
1. Please indicate your most recent training experience in which you were deployed in that language after training:	N	Percentage
Initial acquisition language training	60	41.7
Sustainment/enhancement training in official or required AOR language	43	29.9
Pre-deployment training in language outside AOR (e.g., GWOT language)	41	28.5

Table R47: Training Effectiveness on Deployment.

Directions: Answer the following questions related to your most recent training experience in which you were deployed in that language after training (i.e. took a course and deployed).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2.	The language training I received prepared me for situations that I commonly encountered while deployed or on the mission.	131	3.1	1.15	52.7	9.2	26.0	17.6	39.7	7.6
3.	As a result of language training, I had no problem(s) speaking with local people, asking directions, giving commands, and reserving lodging.	128	2.9	1.24	47.3	14.8	28.9	17.2	30.5	8.6
4.	As a result of language training, I had no problem(s) building rapport/trust with local people.	128	3.2	1.24	54.9	10.9	21.9	17.2	36.7	13.3
5.	As a result of language training, I had no problem (s) reading street signs, warning markers, graffiti, important documents, and news.	128	3.1	1.24	53.7	12.5	21.1	17.2	37.5	11.7
6.	As a result of language training, I had no problem(s) listening to local people, answering their questions, and following local news programs.	128	2.7	1.19	41.4	16.4	37.5	17.2	21.9	7.0
7.	While deployed, I encountered situations where I felt that more substantial language training should have been required.	128	4.2	0.96	79.5	1.6	5.5	12.5	34.4	46.1

Table R48: Training Effectiveness on Deployment.

Directions: Answer the following questions related to your most recent training experience in which you were deployed in that language after training (i.e. took a course and deployed).										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
8.	I was taught in the most up-to-date form of the language (i.e. how the language is currently used).	132	3.2	1.24	54.0	12.9	17.4	24.2	31.8	13.6
9.	While deployed, I found that I received incorrect information during language training.	122	2.6	1.22	41.2	17.2	36.9	18.9	18.0	9.0

Table R49: General Attitudes toward Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I believe that official language training is essential for success on the job.	322	4.2	1.25	80.0	9.0	3.1	5.9	22.7	59.3
2.	I do not believe the official language training focuses on the language skills and mission situations important to SOF.	265	2.9	1.14	48.1	13.2	20.8	35.1	22.3	8.7
3.	I would sacrifice some of the training allocated to my SOF skills training (e.g. weapons training) to shift to language proficiency.	259	3.5	1.10	62.5	3.1	20.1	18.5	40.2	18.1
4.	I do not put much effort into language training.	305	2.5	1.11	37.0	17.4	42.6	20.0	14.4	5.6
5.	I want to succeed in language training so that I will do well on missions.	314	4.5	0.65	88.0	0.6	0.6	2.5	38.5	57.6
6.	I am motivated to succeed in language training because I want to receive FLPP.	300	3.4	1.16	59.5	5.7	19.3	25.3	30.7	19.0
7.	I am motivated to succeed in language training because I am accountable to my team for my language abilities.	278	4.2	0.90	81.2	1.1	4.3	11.5	34.9	48.2
8.	I would be more motivated to perform well in language training if it was a criteria for promotions or would be used in future decisions about my job.	309	3.7	1.22	67.7	6.5	11.3	20.1	29.1	33.0
9.	Language training will make a good addition to my resume.	325	4.3	0.89	81.6	1.5	2.8	12.0	35.1	48.6
10.	My chain of command cares about my language proficiency.	301	2.7	1.19	42.7	18.3	27.2	27.9	18.6	8.0

Table R50: Attitudes toward Immersion Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
11.	I am often pulled out of language training for non-critical details.	196	3.3	1.15	56.3	6.1	21.4	30.1	26.0	16.3
12.	My chain of command will make the sacrifices necessary to ensure that I sustain my language proficiency.	264	2.4	1.11	35.9	24.6	28.4	29.5	13.6	3.8
13.	Maintaining proficiency in my core SOF skills does not leave time for maintaining appropriate language proficiency.	198	3.0	0.95	49.6	3.0	28.8	42.4	18.2	7.6
14.	With the current OPTEMPO, sustainment/enhancement training in my official language is impossible.	245	3.0	1.16	51.1	8.2	29.0	24.9	26.1	11.8
15.	I would put more effort into language training if the resources were more accessible.	311	4.3	0.86	82.2	1.3	2.9	10.0	37.6	48.2
16.	Selection for OCONUS immersion training is fair.	238	2.7	1.12	42.6	20.2	15.5	42.9	16.4	5.0
18.	OCONUS immersion training should occur regularly as part of sustainment/enhancement training.	291	4.3	0.73	83.3	0.3	0.3	12.4	39.5	47.4
19.	OCONUS immersion training is used (viewed) as a motivating reward rather than for skill enhancement.	249	3.6	0.97	64.2	3.2	4.8	44.6	26.9	20.5
20.	My command thinks that OCONUS immersion training is a boondoggle.	219	3.4	1.01	60.4	3.7	9.1	47.9	20.5	18.7
21.	CONUS iso-immersion is equally as effective as OCONUS immersion.	247	2.4	1.01	35.2	21.9	29.6	37.2	8.5	2.8

Table R51: Technology-Delivered Training.

Directions: Answer the following questions regarding your opinions and experiences with technology.		
1. Have you ever used technology-delivered training (Examples: Computer based training, video teleconferencing, distance/distributive learning, self-paced language learning software, etc.)?	N	Percentage
Yes	113	83.1
No	23	16.9

Table R52: Technology-Delivered Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
2.	I believe that classroom training is more useful than technology-delivered training (TDT) for the initial acquisition of a language.	141	4.1	0.98	78.2	0.7	7.8	14.9	31.2	45.4
3.	I would be likely to use TDT options if they were available.	140	4.0	0.86	73.9	1.4	5.7	12.9	55.7	24.3
4.	I believe that TDT means that I will be completing training on my own time/ at home (e.g. not duty time).	141	3.7	0.91	68.4	1.4	9.2	21.3	50.4	17.7
5.	I believe that TDT is used most effectively when supplementing classroom instruction.	141	4.2	0.77	80.5	-	3.5	9.9	47.5	39.0
6.	I would be more likely to use TDT if it was scheduled (i.e., on duty time) versus when it is on my own time (i.e., not duty time).	135	3.9	1.00	72.0	1.5	8.1	23.0	35.6	31.9
7.	I believe that TDT is an effective way to learn language skills.	141	3.3	0.96	56.7	2.1	22.0	29.8	39.0	7.1
8.	I believe that TDT is an effective way to sustain/enhance my language skills.	141	3.9	0.80	72.5	0.7	7.1	12.1	61.7	18.4
9.	I believe that TDT is only effective when trainees are motivated.	142	4.1	0.85	76.6	-	6.3	14.1	46.5	33.1
10.	I have heard of the SOFTS (Special Operations Forces Training System) program where SOF personnel can take a class with a live instructor over the internet using PC-based tele-conferencing.	117	1.9	1.03	23.1	41.9	37.6	7.7	12.0	0.9
11.	I would participate in SOFTS if I had the opportunity.	125	4.2	0.77	79.2	-	3.2	12.8	48.0	36.0

Table R53: Technology-Delivered Training.

I am more likely to use TDT rather than face-to-face (i.e. classroom) instruction because TDT...		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
12.	Provides the convenience of working at home.	135	3.4	1.05	58.9	5.9	16.3	23.7	44.4	9.6
13.	Allows you to complete training at your own pace.	133	3.6	1.01	64.8	5.3	9.8	18.0	54.1	12.8
14.	Reduces external pressures such as live instructors or peers.	133	2.7	1.10	41.4	15.8	32.3	26.3	21.8	3.8

Table R54: Technology-Delivered Training.

Directions: Answer the following questions regarding your opinions and experiences with technology.		
15. Have you ever used machine language translation (MLT) devices (Example: Phraselator or Voice Response Translator (VRT))?	N	Percentage
Yes	20	15.0
No	113	85.0
16. Have you ever used the Phraselator?	N	Percentage
Yes	13	9.2
No	129	90.8
17. Have you ever used the VRT?	N	Percentage
Yes	9	6.3
No	133	93.7
18. Have you ever used S-Minds?	N	Percentage
Yes	3	2.1
No	138	97.9

Table R55: Technology-Delivered Training.

		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
19.	I believe that MLT is an effective way to communicate.	79	2.7	0.94	41.8	15.2	17.7	54.4	10.1	2.5
20.	I believe that MLT is effective for the SOF core tasks I conduct that require language capability.	67	2.7	0.83	43.3	9.0	22.4	56.7	10.4	1.5
21.	I believe that MLT shows promise for the future.	87	3.3	1.00	56.9	8.0	8.0	39.1	37.9	6.9
22.	I believe that MLT cannot replace language trained operators.	98	4.1	0.98	78.6	2.0	2.0	23.5	24.5	48.0

Table R56: Organizational Climate and Support.

Directions: Answer the following questions regarding organizational climate and support.							
Rate your command on how well it does on each of the following:		N	Percentage (%) of Responses				
			A (Excellent)	B (Above Average)	C (Average)	D (Below Average)	F (Fail)
1.	Allocating duty hours/weeks to language training or language practice.	310	4.8	7.7	26.5	19.0	41.9
2.	Encouraging the use of your language during non-language training.	312	3.2	8.7	24.0	24.4	39.7
3.	Placing command emphasis on language proficiency.	309	6.8	11.0	24.9	23.0	34.3
4.	Providing support to help you acquire and maintain enough proficiency to qualify for FLPP.	309	3.2	10.4	24.9	23.3	38.2
5.	Providing recognition and awards related to language.	311	3.2	6.4	20.6	21.5	48.2
6.	Providing language learning materials.	311	2.9	12.5	28.3	21.9	34.4
7.	Ensuring quality language instruction is available.	308	3.2	11.4	22.1	24.0	39.3
8.	Ensuring pre-deployment training is available.	309	3.6	12.3	27.8	21.0	35.3
9.	Placing command emphasis on taking the DLPT on time.	309	10.0	11.0	23.6	20.4	35.0
10.	Finding ways to increase time for language training.	310	2.6	7.4	24.8	21.6	43.5
11.	Ensuring that personnel in language training are not pulled for non-critical details.	306	2.3	7.2	32.0	20.3	38.2

Table R57: Language and Attrition.

Directions: Answer the following questions regarding language and its relation to attrition.										
		N	5 point mean	Standard deviation	100 point mean	Percentage (%) of Responses				
						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I intend to leave SOF if I am unable to get the language training I need.	173	2.5	1.21	37.4	22.5	32.9	26.6	8.1	9.8
2.	I have considered leaving SOF to pursue a job in the civilian world where my language skills will be highly compensated.	170	3.1	1.44	51.6	18.2	22.4	17.6	18.2	23.5
3.	My decision to re-enlist in SOF is based in part on issues relating to language proficiency and language training.	162	3.0	1.30	50.0	14.8	21.6	30.2	15.4	17.9
4.	I intend to leave SOF if language requirements are increased.	177	2.0	0.96	25.6	33.9	37.9	23.2	2.3	2.8
5.	I am likely to re-enlist in SOF.	163	3.6	1.18	65.8	6.7	6.7	33.7	22.1	30.7

Table R58: Demographics.

To which military branch of service are you assigned?	N	Percentage
Air Force	-	-
Army	356	100.0
Navy	-	-
Have you been deployed with a SOF Unit in the past four (4) years?	N	Percentage
Yes	117	32.9
No	239	67.1
How many years of total service in SOF do you have?	N	Percentage
Less than one year	103	38.0
1-4 years	60	22.1
5-8 years	44	16.2
9-12 years	25	9.2
12-16 years	14	5.2
17-20 years	14	5.2
More than 20 years	11	4.1
How long have you been working in your current job?	N	Percentage
Less than one year	59	18.7
1-4 years	131	41.6
5-8 years	53	16.8
9-12 years	25	7.9
12-16 years	13	4.1
17-20 years	13	4.1
More than 20 years	21	6.7

Table R59: Demographics.

What is your current official or required language?	N	Percentage
Chinese-Mandarin	4	1.4
Dari	4	1.4
French	26	9.3
German	27	9.7
Indonesian	2	0.7
Korean	17	6.1
Modern Standard Arabic	43	15.4
Pashtu	1	0.4
Persian-Farsi	7	2.5
Polish	2	0.7
Portuguese (Brazilian)	3	1.1
Russian	30	10.8
Serbian-Croatian	1	0.4
Spanish	82	29.4
Tagalog (Filipino)	6	2.2
Thai	8	2.9
Turkish	1	0.4
Urdu	2	0.7
Vietnamese	2	0.7
Japanese	1	0.4
Italian	1	0.4
Miscellaneous CAT I	1	0.4
Miscellaneous CAT III	4	1.4
Miscellaneous CAT IV	4	1.4

Table R60: Demographics.

What other languages are you proficient in besides your current official or required language?	N	Percentage
Cambodian (Khmer)	5	1.7
Dari	3	1.0
French	34	11.5
German	57	19.3
Indonesian	1	0.3
Korean	6	2.0
Modern Standard Arabic	15	5.1
Pashtu	5	1.7
Persian-Farsi	3	1.0
Portuguese (Brazilian)	12	4.1
Russian	22	7.4
Serbian-Croatian	9	3.0
Spanish	80	27.0
Tagalog (Filipino)	1	0.3
Turkish	1	0.3
Urdu	3	1.0
Vietnamese	2	0.7
Japanese	5	1.7
Italian	8	2.7
Miscellaneous CAT I	5	1.7
Miscellaneous CAT II	1	0.3
Miscellaneous CAT III	12	4.1
Miscellaneous CAT IV	6	2.0

Table R61: Demographics.

How long have you been deployed in the last 12 months?	N	Percentage
Have not been deployed	156	45.6
1-2 months	25	7.3
3-4 months	17	5.0
5-6 months	24	7.0
More than 6 months	120	35.1
How many times have you been deployed on exercises or operations in your AOR? Include all deployments during your career.	N	Percentage
Have not been deployed	102	30.7
1-2 times	117	35.2
3-4 times	37	11.1
5-6 times	18	5.4
More than 6 times	58	17.5
How many times have you been deployed on exercises or operations outside of your AOR? Include all deployments during your career.	N	Percentage
Have not been deployed	122	36.6
1-2 times	130	39.0
3-4 times	31	9.3
5-6 times	15	4.5
More than 6 times	35	10.5

Table R62: Demographics.

Which operator type best describes you?	N	Percentage
SF AC	1	0.3
SF RC	46	12.9
CA AC	3	0.8
CA RC	44	12.4
PSYOP AC	1	0.3
PSYOP RC	24	6.7
MI Soldier Assigned to SOF Unit	22	6.2
Non-SOF MI, FAO, or other linguists (Non-SOF, language coded positions)	125	35.1
Other SOF	13	3.7
Other non-SOF	74	20.8
SOF support	3	0.8

Table R63: Demographics.

What is your grade?	N	Percentage
E2	2	0.6
E3	4	1.2
E4	46	14.0
E5	60	18.3
E6	59	18.0
E7	40	12.2
E8	18	5.5
WO-01	1	0.3
WO-02	3	0.9
WO-03	5	1.5
WO-04	2	0.6
WO-05	1	0.3
O-1	3	0.9
O-2	10	3.0
O-3	17	5.2
O-4	23	7.0
O-5	28	8.5
O-6	6	1.8

Table R64: Demographics.

Are you currently on active duty?	N	Percentage
Yes	143	40.4
No	211	59.6
Are you a member of the Reserves/National Guard?	N	Percentage
Yes	356	100.0
No	-	-

Appendix S: Overview of Other Reports

Final Project Report (Technical Report # 20040606)

Purpose

The purpose of this report was to integrate findings from the various data collection components of the *Special Operations Forces Language Transformation Strategy Needs Assessment Project* (i.e., focus groups and surveys) as well as present some broad recommendations based on those findings.

Participants

There were a total of 145 individuals participating in focus groups which ranged in size from 3-11 individuals. Of these 21 focus groups, 14 were AC SOF units and 7 were RC units.

There were a total of 327 SOF personnel from the Air Force, Army, and Navy who responded to the SOF Operator Survey. The majority, 857 respondents were personnel from the Army, while 41 were from the Air Force, and only one respondent was from the Navy.

There were a total of 158 unit leadership respondents, 57 were unit commanders, 16 were SWOA/SEAs, 58 were staff officers, and 27 were CLPMs.

Selected Findings and Recommendations

- Finding: Results indicate that the importance and frequency of language tasks performed and skills utilized and the required level of proficiency varies somewhat according to SOF personnel type, unit, core SOF task, location, and language.
 - Recommendation: *Language training should be customized to meet the needs of different SOF personnel types to the extent possible.*
- Finding: Both SOF unit leaders and personnel expressed negative opinions about the ability of pre-deployment training to prepare personnel for mission success, especially on outside AOR missions.
 - Recommendation: *Due to the limited time for pre-deployment training, customization is especially important in this context. Provide more focused language training for missions outside of SOF personnel's AOR by customizing training based on SOF core task, mission location, and mission language as soon as this information is available.*
- Finding: SOF personnel indicated that the curriculum (regardless of training type or location) often contained errors.
 - Recommendation: *SOF leaders need to ensure the selection or development of up-to-date and error free curricula that reflect the way language is currently used in the AOR to which the training is relevant.*

SOF Overall Survey Report (Technical Report # 20040605)

Purpose

The purpose of this report was to integrate survey responses from unit leadership and SOF personnel to determine consistencies and inconsistencies in their attitudes toward language use on deployment,

interpreters, deployments outside of their AOR, language training, official language testing, FLPP, technology, organizational support, and attrition.

Participants

There were a total of 327 SOF personnel from the Air Force, Army, and Navy who responded to the SOF Operator Survey. The majority, 90.8% were personnel from the Army, while 8.9% were from the Air Force, and only one respondent was from the Navy.

Unit leaders who responded to the Unit Leadership Survey comprised four groups, unit commanders, senior warrant officer advisors/senior enlisted advisors (SWOA/SEAs), staff officers, and command language program managers (CLPMs). There were a total of 158 unit leadership respondents, 57 were unit commanders, 16 were SWOA/SEAs, 58 were staff officers, and 27 were CLPMs.

Selected Findings

- Unit leaders were more likely to indicate experiencing problems with interpreters, while the SOF personnel were more favorable in their views.
- SOF personnel do not believe the DLPT is an accurate measure of their proficiency, while unit leaders expressed a slightly more favorable view of the DLPT.
- SOF unit leaders and personnel indicated that increasing the amount of FLPP would increase its motivating effect, while SOF personnel also indicated that increasing time and resources for training would increase the motivating effect as well.
- Unit leaders believe that the current OPTEMPO makes sustainment and enhancement language training only a slightly less viable option while SOF personnel believed it to be one of the biggest barriers to language training.
- Both SOF unit leaders and personnel expressed negative opinions regarding the ability of pre-deployment training to prepare personnel for mission success.
- CLPMs and SOF personnel held disagreeing opinions related to whether or not language training was customized to meet the needs of SOF personnel, with personnel reporting a much more negative view.
- SOF unit leaders and personnel considered distributive learning (DL) and technology-delivered training (TDT) to be ineffective overall but did indicate that it might be a useful supplement to traditional training.

Unit Leadership Survey Report (Technical Report # 20040604)

Purpose

The purpose of this report was to present findings from a survey designed and administered to members of unit leadership. This group included individuals classified as unit commanders, senior warrant officer advisors/senior enlisted advisors (SWOA/SEAs), staff officers, and command language program managers (CLPMs). The survey attempted to gather information regarding attitudes toward language use on deployment, interpreters, deployments outside of their unit/command's AOR, language training received by members of their unit/command, official language testing, FLPP, technology, organizational support, attitudes toward SOFLO, and attrition intentions by members of their unit/command.

Participants

There were a total of 158 unit leadership respondents, 57 were unit commanders, 16 were SWOA/SEAs, 58 were staff officers, and 27 were CLPMs.

Selected Findings

- All unit leadership groups indicated that their units were too dependent on interpreters and agreed that the personnel in their unit would depend less on interpreters if they had higher levels of language proficiency.
- Unit leaders do not believe that personnel arrive at their command mission capable in their AOR language after receiving initial acquisition language training.
- Many unit leaders were dissatisfied with the quality of their CLP and believe that more money needs to be invested in the CLP.
- Immersion training was indicated as the best mode for sustainment and enhancement language training.
- Unit leaders placed a high level of importance on DLPT scores, but did not believe the DLPT is highly related to mission performance. This is most likely because it is an official requirement.
- Unit leaders did not believe that FLPP was an effective motivator for personnel, although they agreed that the procedures for assigning FLPP uphold the intent of motivating proficiency.
- Unit leadership groups agreed that technology-delivered training (TDT) should not be used as a replacement for classroom training, although it would be a useful supplement for classroom training.
- CLPMs indicated that their unit/command leadership speaks to the importance of language and also indicated that they are aware that their provision of resources to personnel has an impact on the command's reputation.

SOF Operator Survey Report (Technical Report # 20040603)

Purpose

The purpose of this report was to highlight and compare findings from SOF personnel in the Air Force, Army, and Navy regarding attitudes toward language use on deployment, interpreters, deployments outside of their AOR, language training, official language testing, FLPP, technology, organizational support, and attrition.

Participants

There were a total of 327 SOF personnel from the Air Force, Army, and Navy who responded to the SOF Operator Survey. The majority, 90.8% were personnel from the Army, while 8.9% were from the Air Force, and only one respondent was from the Navy.

Selected Findings

- SOF personnel indicated that the most frequent and important use of language skills on deployment was 'Building rapport.' AFSOF personnel indicated that 'Military-technical vocabulary' was the most important and frequently used function, while ARSOF personnel indicated that 'Building rapport' was the most important and frequently used function.
- AFSOF personnel felt that they were prepared for their most recent mission, but ARSOF personnel did not.

- ARSOF personnel were more likely than AFSOF personnel to report frequent use of interpreters both inside and outside of their AOR.
- SOF personnel who received FLPP had higher evaluations of its fairness, simplicity, and ability to motivate when compared to personnel who did not receive FLPP, although their opinions were still neutral.
- SOF personnel evaluated their instructor for initial acquisition language training and sustainment and enhancement language training positively, although they disagreed that the instructor incorporated SOF considerations into his/her teaching objectives and indicated that the curriculum was not customized for SOF needs.
- While AFSOF personnel agreed that their chain of command cares about their language proficiency, ARSOF personnel disagreed.

Air Force Operator Survey Report (Technical Report # 20040602)

Purpose

The purpose of this report was to present findings from Air Force respondents to the survey designed and administered to collect data related to language usage, training, issues, and policies from SOF personnel. Some specific area assessed were attitudes toward language use on deployment, the use of interpreters, language training efficacy, official language testing, FLPP, technology, and organizational support for language. Although the survey was designed for and targeted specifically to SOF personnel, there were a small number of other respondents including an MI Soldier assigned to a SOF unit, non-SOF linguists, SOF other, and non-SOF other respondents. Due to the small number of respondents in these categories, they were combined into one group, which is labeled AFSOF other and presented in the report to serve as a comparison with AFSOF personnel.

Participants

There were a total of 41 respondents from the Air Force to the SOF operator survey. The majority of respondents (29) were AFSOF personnel. The remaining respondents were classified as AFSOF other.

Selected Findings

- ‘Military-technical language’ was rated as important and used frequently by AFSOF personnel on deployments.
- AFSOF personnel are fairly confident in their ability to satisfy minimum language requirements. AFSOF personnel are less confident in their ability to use military terminology and conversational skills.
- AFSOF personnel expressed neutral opinions toward the DLPT. However, low opinions of the DLPT’s relatedness to missions did not translate into lower motivation to do well on the test.
- AFSOF personnel suggested increasing the amount of training provided and measuring speaking ability as good ways to improve the FLPP system.
- AFSOF personnel felt only moderately competent in performing basic tasks, and did not feel competent performing more complex language tasks on deployment as a result of their language training.
- AFSOF personnel indicated that although their command cares about their language proficiency, that there was a lack of command support for language training.

SOFLO Focus Group Data Analysis Technical Report (Technical Report # 20040501)***Purpose***

The purpose of this report was to present findings from a series of 21 focus groups that were conducted in order to evaluate the current state of foreign language usage and training across the SOF community. Focus groups lasted three hours and topic areas that were covered included the way language training has been used in the field, types of tasks and proficiency needed on deployments, experiences with language training, and suggestions for improving training and overcoming barriers to language proficiency. These focus group results served as a basis for the development of the SOF Operator Survey.

Participants

There were a total of 145 individuals participating in focus groups which ranged in size from 3-11 individuals. Of these 21 focus groups, 14 were AC SOF units and 7 were RC units. Specifically, three units (one AC and two RC) represented PSYOP, eight (six AC, two RC) represented Army SF units, two (both AC) represented AFSOF, four (one AC, three RC) represented CA, two (both AC) represented Navy SEAL units, one (AC) unit represented Naval Special Warfare Command Surface Warfare Combatant-craft Crewmen (NAVSPECWARCOM SWCC), and one (AC) represented Naval Small Craft Instruction and Technical Training School (NAVSCIATTS).

Selected Findings

- Having enough conversational language proficiency to build rapport was reported as important by SOF personnel.
- The diversity of missions and areas of operation within the SOF community presents challenges for language training and sustainment. Even within Special Forces, there are distinct differences in language usage and requirements across the various Groups. This makes a one-size-fits-all solution problematic.
- Issues in dealing with interpreters were reported frequently.
- Frustration with the substantial proficiency requirements needed to receive FLPP was reported.
- Language learning tools or training options are not always available to personnel or flexible enough to accommodate their schedules when they have time to train. The availability of tools and training options is not uniform across SOF.
- Unit commanders do not necessarily place emphasis on and provide support for language training.

Appendix T: Layman's Understanding of ILR Language Skill Level Descriptions

1. Listening proficiency:

0+ level = understands with difficulty even native speakers who are used to dealing with foreigners; familiar with short memorized utterances or formulae

1 level = understands very simple conversations consisting mostly of questions and answers; requires repetition, rewording, slower-than-normal speech

2 level = understands conversations about everyday topics, e.g. personal information, current events, etc.; understands native speakers not used to dealing with foreigners although some repetition and rewording are necessary

3 level = understands all speech in a standard dialect, e.g. conversations, phone calls, radio/TV broadcasts, public addresses; understands inferences; rarely has to ask for paraphrasing or explanations

4 level = understands all styles and forms of speech pertinent to professional needs; may have trouble with extreme dialect, some slang, and speech marked by inference

5 level = all forms and styles of speech understandable and is equal to that of a well-educated native listener

2. Speaking proficiency:

0+ level = can use memorized questions and statements; severely limited even with native speakers used to dealing with foreigners

1 level = can create with the language, e.g. ask and answer questions, participate in short conversations; familiar with everyday survival topics and courtesy requirements

2 level = able to fully participate in casual conversations; can express facts, give instructions, describe, report on and provide narration about current, past, and future activities; familiar with concrete topics, e.g. family, interests, own background, work, travel, and current events

3 level = can converse in formal and informal situations, resolve problem situations, provide explanations, describe in detail, offer supported opinions and hypothesize; familiar with practical, social, professional, and abstract topics; only makes sporadic errors in basic structures

4 level = can tailor language to fit audience; can counsel, persuade, negotiate, represent a point of view, and interpret for dignitaries; familiar with all topics pertinent to professional needs; nearly equivalent to an educated native speaker

5 level = speaking is equivalent to an educated native speaker

3. Reading proficiency:

0+ level = recognize numbers, isolated words and phrases, names, street signs, office and shop designations

1 level = understands simplest connected prose, e.g. simple narratives of routine behavior and highly predictable descriptions; sometimes misunderstands even simplest text

2 level = understands simple, factual, authentic frequently recurring material, e.g. recurring news items, social notices; can locate and understand main ideas and details in material written for general reader

3 level = understands authentic prose on a variety of unfamiliar subjects, e.g. news stories, routine correspondence, materials in his/her professional field; can almost always interpret material, relate ideas, and make inferences

4 level = understands all styles and forms of prose relevant to professional needs or for the general reader whether printed or legibly handwritten; proficiency is nearly that of a well-educated native reader

5 level = understands all prose at the level of a well-educated native reader

Note. This information is a summary of the ILR Language Skill Level Descriptions provided by Mark Overton (see Appendix D: Interagency Language Roundtable Language Skill Level Descriptions of the *Personnel Selection and Classification: Army Linguist Management* report for a more detailed description of these ILR levels).

Appendix U: About Surface, Ward & Associates

Surface, Ward & Associates (SWA) is an organizational research and consulting firm based in Raleigh, NC. Since 1997, SWA has been applying the principles, research, and methods of industrial/organizational (I/O) psychology to assist organizations and their employees in enhancing their performance, solving work-related problems, and addressing workplace issues. SWA consults and conducts research in areas related to (1) training and development, (2) performance measurement and management, (3) organizational effectiveness and development, (4) human resources development and management, and (5) work-related language proficiency, performance assessment, and training. Our firm is lead by I/O psychologist Dr. Eric A. Surface, who has conducted research and consulted on these issues since 1995.

SWA is structured as a consulting and research network, allowing our core personnel to utilize numerous associates around the country with specialized expertise as needed on a project-by-project basis. SWA has two principals, three part-time employees, and numerous contractors who work on client projects. Our clients have included: Building Construction Products Division, Caterpillar, Inc; North Carolina Cooperative Education Association; seven divisions and the North American staffing organization of IBM; the American Council on the Teaching of Foreign Languages (ACTFL); the United States Special Operations Command (USASOC); and the Special Operations Forces Language Office (SOFLO).

One of SWA's areas of specialization relates to the measurement of foreign or second language proficiency and the evaluation and effectiveness of foreign or second language training, training tools, and job aids in work contexts. In this area, SWA holds contracts with Special Operations Forces Language Office (SOFLO) and the American Council on the Teaching of Foreign Languages (ACTFL). Currently, SWA is evaluating the effectiveness of language training across the SOF community for SOFLO and conducting a study of the effectiveness of ACTFL Oral Proficiency Interview (OPI) rater training. SWA recently completed the large-scale *SOF Language Needs Assessment Project* and several small archival data studies related to the predictive validity of language aptitude and proficiency tests used by the military. SWA previously completed reliability studies of the ACTFL OPI and ACTFL Writing Proficiency Test (WPT). The results of the OPI reliability study were published in the *Foreign Language Annals* (see Surface & Dierdorff, 2003), and much of our other language-related work has been presented at conferences, including the Department of Defense Language Conference.

Our commitment to conducting model-based research and data-based consulting and to using cutting-edge methodologies sets us apart from many other firms. Being trained as scientist-practitioners, we realize that our clients benefit from having the best quality data and analysis in order to make solid, data-driven decisions. Our goal is to provide our clients with the best research and consulting possible given the constraints of their situations to enhance their mission or business objectives. For more information, about Surface, Ward & Associates, please contact our lead principal, Dr. Eric A. Surface.

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